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ABSTRACT

The main objective of this workshop in Malaysia was to provide training experience to key personnel involved in functional literacy and non-formal education for youth and adults in the development, production, utilization, and adaptation of literacy materials for the use of this group. The first of three sections summarizes the proceedings of the workshop, including the workshop objectives, the participants, the opening session, workshop activities (presentation and discussion of working papers, field work, and the development, production, and field testing of materials), and the closing ceremony. The second section provides the working papers: (1) "ACCU's Regional Co-operative Literacy Programmes in Asia and the Pacific" (Asian Cultural Centre for Unesco (ACCU); (2) "Development of Literacy Follow-up Materials" (Kla Somtrakool); (3) "The Impact of Functional Literacy on Human Resource Development" (Mohd. Hoesne Hussain); (4) "Research in the Design, Production, and Use of Instructional Media" (reference paper); (5) "Production of Video Programmes" (Eijiro Tsumagi); and (6) "Literacy and Continuing Education for Women" (T. M. Sakya). Section 3 contains reports of the field surveys and the preparation and field testing of the materials developed by the four groups, which focused on sanitation/health, consumerism, conservation, and rural industry, respectively. Samples of the materials, which included videos, pamphlets, leaflets, booklets, a workbook, and supporting materials, are provided. An agenda of the workshop, a list of participants, and addresses presented at the opening session are appended. (DB)

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Report

National Workshop on the Preparation of Literacy Follow-up Materials in Malaysia

Penang, Malaysia
9-19 December 1990

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Ministry of Rural Development, Malaysia

Asian Cultural Centre for Unesco (ACCU), Tokyo

in co-operation with
Unesco Principal Regional Office for Asia and the Pacific (PROAP), Bangkok

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ACKNOWLEDGEMENT

This report is the outcome of the National Workshop on the Preparation of Literacy Follow-up Materials Jointly organized by Community Development Division (KEMAS), Ministry of Rural Development of Malaysia and the Asian Cultural Centre for Unesco (ACCU), Tokyo in co-operation with Unesco Principal Regional Office for Asia and the Pacific (PROAP), Bangkok, and with both Malaysian and Japanese National Commissions for Unesco. The Workshop was conducted at Penang, Malaysia from 9 to 19 December 1990.

Considering the great effectiveness of video programmes as learning materials these days, this workshop aimed at production and usage of the video programme in the field of functional literacy.

The workshop was unique in the sense that every participant was involved in prodcution of video programme as literacy follow-up materials and also in development of supporting reading materials such as pamphlets and booklets.

The Workshop was a great success due to very close collaboration and cooperation between the organizers, i.e. KEMAS and ACCU, participants, local and foreign resource persons which was part of International Mobile Team from Japan and Thailand.

This report consists of the following three Chapters and Annex and Appendix:

I. Proceedings
II. Papers Presented by Experts
III. Field Survey, Preparation and Field-Testing of Materials

Through this report, we would like to share our experiences in the development of literacy follow-up materials, especially video materials for functionally illiterate youth and adults, with all those who are committed towards eradication of illiteracy, irrespective of where they are.

Our humble thanks to all distinguished participants, foreign and local resource persons for their active participation in all activities which made success of the workshop possible.

A special "terima kashi" (Thanks) to all national and local secretariat staff as well as Penang KEMAS personnel for ensuring smooth running of this workshop.

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2. Development of Literacy Follow-up Materials

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3. The Impact of Functional Literacy on Human Resource Development

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4. Research in the Design, Production and Use of Instructional Media (Reference Paper)

5. Production of Video programmes

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6. Literacy and Continuing Education for Women

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CHAPTER I

Proceedings

1. Introduction
2. Objective of the Workshop
3. Participants
4. Opening of the Workshop
5. Phases of the Workshop
6. Closing Session
7. Recommendations

1. Introduction

A National Workshop on the Preparation of Literacy Follow-up Materials in Malaysia with the Participation of the Sixth International Mobile Team was jointly organized by the Community Development Division (KEMAS), Ministry of Rural Development, Malaysia and the Asian Cultural Centre for Unesco (ACCU), Tokyo in collaboration with Unesco Principal Regional Office for Asia and the Pacific (PROAP), Bangkok, as well as both Malaysian and Japanese National Commissions for Unesco, in Pulau Pinang, Malaysia from 9 to 19 December 1990.

2. Objective of the Workshop

The objective of the National Workshop was to provide training experience to key personnel involved in functional literacy and non-formal education for youth and adults in the development, production, utilization and adaptation of literacy materials for the use of youth and adults.

The workshop also served as a forum for participants to share their experiences as well as to benefit from the invaluable guidance and experiences of experts of the International Mobile Team.

3. Participants

Twenty eight participants from various agencies involved in literacy and non-formal education (NFE) for Youth and Adult in Malaysia attended the workshop. Participants have skills ranging from planning, editing to illustration of materials.

The participants consist of producer, illustrator and designer of neo-literate and NFE materials, as well as representatives of non-governmental organizations responsible for developing or disseminating such materials.

The participants were provided with guidance, professional advice and insight into the production of literacy materials by the local resource persons and the International Mobile Team comprising two experts on literacy materials production from Japan and Thailand and ACCU team, Tokyo.

4. Opening Session

The workshop was officially opened by the Honourable Mr. Mohd. Yasin Kamari, Deputy Minister of Rural Development, Malaysia, which was followed by welcome address by Mr. Othman Md. Said, Director-General (KEMAS), Ministry of Rural Development, Malaysia and opening address by Mr. Tadashi Inumaru, Director-General, Asian Cultural Centre for Unesco (ACCU), Tokyo. Their addresses are included in the Appendix.

Opening of the Workshop

5. Phases of the Workshop

(1) Workshop Officials

To ensure smooth running of workshop proceedings, a Steering Committee was set up comprising of following:

Chairman: Mr. Haji Yusof Ramli
Secretary: Mr. Choong Siew Hoong
Members: Ms. Ainon Abdullah(group leader)
Ms. Kasirah Rusini(group leader)
Ms. Sawiah Hassan(group leader)
Mr. Ahmad Nizar (group leader)
Dr. Kla Somtrakool
(resource person from Thailand)
Mr. Eijiro Tsumagi
(resource person from Japan)
Mr. Shinji Tajima (ACCU, Tokyo)
Mr. Shigeru Aoyagi (ACCU, Tokyo)
Dr. Shamsuddin A. Rahim
(resource person from Malaysia)
Mr. Merza Abbas
(resource person from Malaysia)
Ms. Rohana Ahmadun
(workshop secretariat)

(2) Paper Presentation and Discussions

Lecture of resouce person

Mr. Shinji Tajima, Chief of the Book Development Section, ACCU, expressed ACCU's readiness to assist KEMAS in the development of literacy materials. He gave a general overview of ACCU's literacy programmes and reviewed the Asian/Pacific Joint Production (AJP) materials for neo-literates such as booklets, posters, games, electronic media (i.e. video cassettes), and folk media, as well as nationally adapted versions of these materials were produced for the benefit of neo-literates in respective countries. He stressed that literacy materials must be interesting to learners. He also emphasised that participants should try to discover new technology for producing literacy materials, learn how to form in this workshop linkage of literacy follow-up materials and how to achieve literacy goals.

He stressed that group effort of participants is necessary for the production of literacy materials.

Mr. Shigeru Aoyagi, Assistant Chief of Book Development Section, ACCU, reminded that audio-visual materials be interesting and easily understood to be effective. He then explained the gist of a radio programme "Let's Make a Cooperative in our Village". He showed a slide programme on "Poultry for Additional Income" and the video entitled "Water in Everyday Life". Both of them were at this workshop to assist participants in the development of literacy materials for neo-literates.

The paper presented by ACCU is shown in Chater II.

Dr. Kla Somtrakool, Director, NFE Development Division, NFE Department, Ministry of Education, Thailand, presented his papers titled "Development of Literacy Follow-up Materials". He explained that there are several kinds of teaching media used in NFE, e.g. audio-visual media, printed media, games and entertainment as well as personnel media. Each medium serves different uses and purposes. He explained that there are two approaches to produce media, i.e. objective-oriented and problem-oriented approaches. He then elaborated on the steps in materials development and production. Field survey on problems and needs of target group, attitude, field testing, utilization of materials and evaluation of media were touched on.

His paper is given in Chapter II.

He noted categorically that not only educator should write books for the neo-literates but that the neo-literates themselves should or could write simple books for neo-literates.

Mr. Idris Jauzi, Institut Aminuddin Baki, Ministry of Education, Malaysia presented his paper, "Konsep Insan dan Implikasi Kepada Pendidikan" (The Concept of Man and Its Implications on Education). He explained that human possess potentiality which can be developed and embellished. What makes one human different from another is his 'nurture'. He stated that the reality of education is the realzation of human potentialities, the potentiality to attain the highest goal in life. He pointed out that life-long education involving non-formal education, is an on-going process, lasting from cradle to grave, and its implementation is the collective responsibility of all agencies involved in NFE, be it NFE agencies, formal education agencies or informal education institutions.

The process of change, he said, requires vision; the vision to be shared with potential change agents only; a team of agents of change; and to institutionalize change.

Mr. Hoesne Hussain, Deputy Director-General of KEMAS presented his topic, "The Impact of Functional Literacy on Human Resource Development". He explained that the concept "Functional Literacy" denotes the ability to apply reading, writing and numeracy skills in a given socio-economic environment. A functional literate is one who is able to communicate effectively in a chosen trade, has the skill to perform and manipulate the tools.

To make functional literacy effective requires a complimentary approach to formal education, national economic planning, a national policy and an indigenous structure and strategy.

He concluded that functional literacy can be more effective NFE for functional literacy is an integral part of non-formal activities in a national policy.

His paper is given in Chater II.

Dr. Shamsuddin Abd. Rahim, Head of Communication Department, Malaysia National University presented his paper, "Communication Strategies in Non-formal Education". Communication bears four assumption e.g. communication as a transmission process, persuasion process, sharing process and as a bridging process. Communication process involves two processes, i.e. information giving and information seeking. The role of communication in NFE includes, inter alia, creating awareness, measuring knowledge, providing skills and ensuring acceptence. Communication planning should take into consideration individual's situation as well as the masses. NFE can be viewed as either "banking education" that is the dissemination of knowledge only of "problem-solving education" i.e. NFE serves to bridge gap between present situation and desired result. Effectiveness of communication be measured by such indicators as:

1. Number of publications
2. Number of programmes
3. Physical reach/visit
4. Attendance
5. Knowledge gained

6. Affective change
7. Attitudinal change
8. Behavioural change

He reminds communication not to rush into getting the expected end result.

"Strategies in Selection of Media and Usage" was presented by Mr. Merza Abbas, Deputy Director, Educational Technology and Media Centre, Malaysia Science University (USM). He began by asking 'Why use media?'. It stores and delivers information effectively, as well as convey messages in the form that is required by the instructional method. Message design involves various steps which includes, inter alia, selecting strategies, profiling the receivers, determining the central idea, and establishing performance objectives. Strategies to be used are to inform, stimulate interpret, instruct, solve, persuade, argue, entertain, and transform. Cueing makes a message attractive. Instructional method comprises processes used such as images, illustrations, simulations, repetitions, inquires, progressive disclosure, summarizing, questioning, etc. programme formats may be one of the followings: documentary, interview, drama, magazine, demonstration, game/quiz and voice-over narration. These are few but salient points in media usage.

Reference papers used in his presentation is given in Chapter II.

Mr. Eijiro Tsumagi, Producer, NHK Educational, Japan presented his paper "Video Production of Video Programmes."

He explained the role of visualized media as thus: visualized media is universal, enhances understanding, and it is an appropriate means of motivation. The production of a video programme involves various stages, e.g., research, deciding on the theme, site location, scripting, location filming, editing, narration, effects and telop. He explained the terms commonly used in camera control, such as zoom in/out, panning, focus in/out, tilting, etc., their meanings and functions.

A few points he noted in editing are that panning shots should not be joined to another panning shot; interview shots should not exceed two minutes, if a scene is too long cut off a small scene. If it is not possible to remove a small scene then remove the whole scene from the script. Alternatively, add more narration.

In narration, try to convey message concisely. There is no need to explain a scene, only the message. Prepare music which suits the narration. Music is not necessary if sound effect is available. Sound effect gives a better impact. Graphics should be used to show names, figures charts, etc. only. In evaluation of video programme, producer or evaluator should observe the reaction of audience to gauge which part of the film is dull. If audience is shy, take one point/scene of the film and discuss with audience. This gives good evaluation of a video programme. He went on to give an exercise on editing using a pictorial story board.

His paper is shown in Chater II.

A discussion in "Organization on Production of Materials" was led by Mr. Merza Abbas, USM. He explained on the schedule for usage of audio-visual equipment available in the Education Technology and Media Centre, USM. He demonstrated the method for producing video programmes using "in camera editing" method. By this editing method, one can produce a simple video programme very easily. To do this, one has to get ready all the inputs and materials necessary for the video programme.

A paper "Literacy and Continuing Education for Women" prepared by Mr. T. M. Sakya, Education Adviser, Unesco Principal Regional Office for Asia and the Pacific (PROAP) was distributed to all the participants. His paper is given in Chapter II.

(3) Group Work

Participants were divided into four groups, e.g., 1) Health, 2) Consumerism, 3) Conservation and 4) Rural industry. Grouping list is shown in Chapter III.

A video presentation on the chosen villages were shown to the participants.

Before the participants dispersed for field visit to their respective areas, Mr. Tajima of ACCU briefed participants on the analysis and identification of problems and needs of the villages using the 'New Participatory Method' (NP Method).

The pre-requisite of NP Method is a village survey. With the active participation of participants, the village data can easily and practically be analyzed.

The procedure involves 1) Participants divided into groups of about 10 person, 2) After returning from field visit and survey, each group discusses freely for about 30 minutes about the problems and needs in the village, 3) Each group member then writes down about 10 most crucial problems and needs on a separate slip of paper. About 20 - 30 minutes are provided. Each problem/need should be in short sentence, content is clear and practical and easily understood, 4) The pieces of papers are collected and sorted according to their similarity. They are then pasted in a big sheet of paper to form islands, 5) Headings are then given to each category (island) of problems/needs to summarize the points. Problems/needs can henceforth be prioritized, 6) Relate them into action for solution using similar exercise.

Detailed explanation is in Chapter III.

After the briefing on NP Method

participants proceeded to visit the villages.

Ascertaining the problems/needs of the villages, based on the field data, applying the NP Method, participants developed new materials.

The stage in developing and producing literacy follow-up materials (video programme) in the workshop were as follows:

1) Field survey

   a) preparation for field visit
   b) field visit to the village
   c) analysis of field data (NP Method)

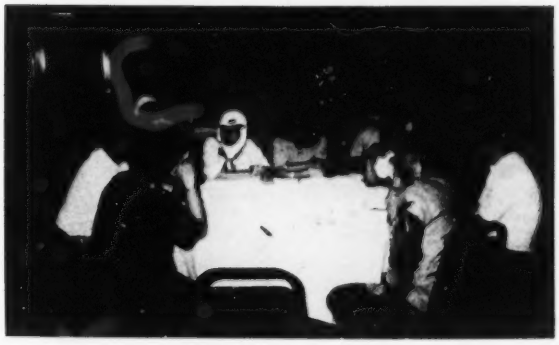
2) Preparation

   a) Selection of topics for materials to be developed, rough editing
   b) Preparation and production of video programme, i.e.: images, timing and contents and location shooting
   c) Final production of video programmes

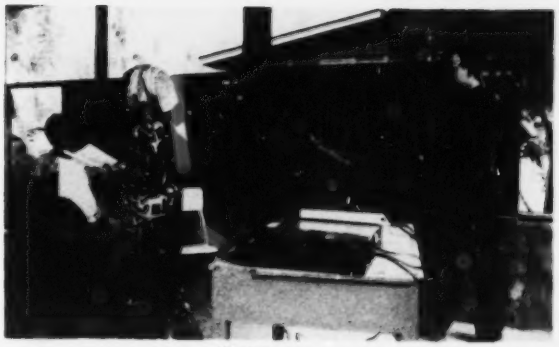
3) Field testing

   a) Preparation for field testing
   b) Field testing of newly produced video programmes
   c) Evaluation of field testing

Field survey



Preparation of materials



Field test

4) Revision and finalization of materials

Every group was required to prepare supporting reading materials to complement the video programmes. Such supporting materials may be booklets, posters, pamphlet, brochures, etc.

Report of field work done by the four groups are presented Chapter III.

6. Closing Ceremony

The Workshop was officially closed on 19/12/1990 at 9:00 a.m. by the Secretary General to the Ministry of Rural Development, Malaysia and attended by all participants and invited guests.

Some suggestions and comments were raised by the Steering Committee as follows:

- ACCU should continue to support this type of national workshops and also in other areas of literacy programmes.
- Duration of the workshop should be appropriate for the production of video materials. It is recommended that 12 days is appropriate.
- Paper presented in the workshop should be relevant and focused on specific area and themes of the workshop.
- It is recommended that various institutions should be invited for production of functional literacy materials.
- It is recommended that personnel involved in decision making should be exposed to the process of material development.
- KEMAS should form a working committee to adapt any functional literacy materials especially produced by ACCU.
- Follow-up programmes should be carried out and agencies involved should be informed of the outcome of the workshop.
- ACCU should print prototype material and workshop report and enough copies sent to KEMAS for distribution in Malaysia.

CHAPTER I

Papers presented by the experts

1. ACCU's Regional Cooperative Literacy Programmes in Asia and the Pacific
   - Literacy Materials Development and Personnel Training -

   Asian Cultural Centre for Unesco (ACCU)

2. Development of Literacy Follow-up Materials

   Dr. Kla Somtrakool, Director, Non-formal Education Development Division, Non-formal Education Department, Ministry of Education, Thailand

3. The Impact of Functional Literacy on Human Resource Development

   Mr. Mohd. Hoesne Hussain, Deputy Director General, KEMAS

4. Research in the Design, Production and Use of Instructional Media (Reference Paper)

5. Production of Video programmes

   Mr. Eijiro Tsumagi, Producer, NHK Educational, Japan

6. Literacy and Continuing Education for Women

   T. M. Sakya, Education Adviser, Unesco PROAP

ACCU's Regional Co-operative Literacy Programmes in Asia and the Pacific

- Literacy Materials Development and Personnel Training -

Asian Cultural Centre for Unesco (ACCU), Tokyo

1. Introduction

The Asian Cultural Centre for Unesco (ACCU) is a non-profit-making organization established in 1971 in Tokyo, Japan by private sectors and full support of the Government of Japan.

ACCU carries out Asian/Pacific regional co-operative programmes in the field of literacy, book development and culture in co-operation with Member States in the region and Unesco. In recent years, literacy programmes have come to the most important ones.

2. Contents of ACCU's Literacy Programmes

ACCU literacy programmes are being conducted, mainly in the following two fields, since 1980 in full co-operation with the participating countries in Asia and the Pacific, and with substantial co-operation of the Unesco Headquarters and the Unesco Principal Regional Office for Asia and the Pacific (PROAP).

(1) Development of materials for neo-literates

(2) Training of experts on development of materials for neo-literates

The participating countries in these programmes are as follows (15 countries):

Bangladesh, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Myanmar, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand and Vietnam

3. Development of Materials for Neo-literates

(1) Asian/Pacific Joint Production of Prototype Materials for Neo-literates (AJP)

AJP prototype materials (English) are produced by cooperative effort of experts of the participating countries in the region, with the contents closely related to improvement of quality of life. AJP prototypes are completed through field tests in villages in the region to make them effective ones with easily understandable explanation and attractive expression.

The prototypes are produced in English and distributed to the participating countries.

To date 39 kinds of prototypes have been produced.

(2) National versions adapted from AJP prototype materials

The participating countries are expected to produce their national versions from among the AJP prototypes, with giving necessary modifications to illustrations and texts, according to the needs and situations of each country.

More than 80 kinds of such national versions have so far been produced in 15 languages of following 12 countries.

Bangladesh, China, India, Indonesia, Laos, Malaysia, Maldives, Nepal, Papua New Guinea Philippines, Thailand and Vietnam

In order to facilitate mass-production of the national versions of AJP prototypes, ACCU has been providing each participating country with a set of positive films for colour printing and the financial assistance at its request.

4. Training of Experts on Development of Materials for Neo-Literates

ACCU has been carrying out the following two programmes for training of experts on development of literacy materials in the region:

- Organization of Regional Workshop on Preparation of Literacy Follow-up Materials
- Sending an International Team of Experts on Development of Materials for Neo-Literates to the National Workshop in the Member States

(1) Organization of Regional Workshop on the Preparation of Literacy Follow-up Materials

To date 180 Experts have been trained in the Regional Workshops

1st Regional Workshop	Japan and the Philippines, 12 countries, 24 participants
2nd Regional Workshop	Thailand, 1984 11 countries, 24 participants
3rd Regional Workshop	Japan, 1985 11 countries, 18 participants

4th Regional Workshop	Indonesia, 1986 7 countries, 16 participants
5th Regional Workshop	India, 1987 10 countreis, 18 participants
6th Regional Workshop	Malaysia, 1988 13 countreis, 22 participants
7th Regional Workshop	Nepal, 1989 12 countries, 27 participants
8th Regional Workshop	Thailand, 1990 12 countries, 31 participants

Total: 13 countries, 180 participants

(2) Sending an International Team of Experts on Development of Materials for Neo-Literates to the National Workshop in the Member States

To 1st National Workshop
1986 Nepal 36 participants

To 2nd National Workshop
1986 Indonesia 30 participants

To 3rd National Workshop
1987 China 34 participants

To 4th National Workshop
1988 Vietnam 25 participants

To 5th National Workshop
1989 Pakistan 33 participants

Total: 158 participants

To 6th National Workshop
1990 Malaysia (December 1990)

5. Other programmes

(1) Co-production of the picture book "Guess What I'm Doing!" with Unesco on the occasion of the International Literacy Year

(2) Co-production of "Guidebook for Development and Production of Materials for Neo-Literates"

(3) Production of "Selection from Literacy Materials in Asia and the Pacific

(4) Awarding of ACCU Prizes for Fully Illustrated Literacy Followp-up Materials
First - 1987, Second - 1989

(5) Holding 15th Photo Contest in Asia and the Pacific (1990) titled "Education for All"

(ANNEX)

NP Method (New Participatory Method)
- For analysis and identification of problems and needs of the villages -

Introduction

This is a kind of method for the analysis and identification of needs and problems after a village surgey. Through this method, we can easily and practically analyze the village data with active participation of participants. This method of collecting and analyzing field data is called 'NP Method'. This method has been used in the earlier Regional/National Workshops.

Procedure

The procedure is briefly explained as follows:

(1) Participants are divided into groups of about 10 people in each group.

(2) After coming back fro survey and field visit in the village, each group discuss problems and needs in the village related with various topics freely for about 20/25 minutes, so that they have some idea of the issues to be taken up in order of importance of the issues.

(3) After the discussion, each member in the group writes most crucial problems and needs in small pieces of papers, one person writes down about 10 different items, one item on one piece of paper. About 20 minutes is given for writing. Each item should be written in:

a) simple language and in short sentences;
b) the content should be clear and practical;
c) it should be easily understood by everybody

(4) After all the participants in a group have finished their writing, the pieces of papers are collected and sorted to classify and group them according to their similarity. These pieces of papers with problems and needs are pasted in a big sheet of paper in clusters.

(5) The headings for each category of problems and needs are written down to summarize the points. Through this method, it is possible to identify the problems easily and practically and to relate them into action for solution.

(6) After the identification of problems and needs, the participants could be asked to do similar exercise to suggest the solutions (about 10 items by each person).

Remarks

This method was found very interesting, participatory and practical in earlier workshops. However, it is only a suggested method, there may be other better methods. We must be always flexible, open, and create for more

Literacy Follow-up Materials so far produced under Asian/Pacific Joint Production Programmes of Materials for Neo-Literates in Rural Areas (AJP materials) (1981-1990)

Format / Category	Booklet	Poster	Game	Electric media	Total
1. Health-1 Sanitation		- Sanitation - Everyone's Water - Charcoal Water Filter - Let's Wipe out Worms - Let's Make the Home Clean		- Pit Latrines for a Clean Village	6
2. Health-2 Nutrition	- Baby's Food - Mari & the Festival - Let's Eat Vegetables -		- A Balanced Diet (rotating peigraph) - Nutrition (card game)		4
3. Production	- Grow Mushroom - Raising Chickens - Bamboo Handicraft - More Income by Tree Planting	- Home Gardening - Tree Planting	- Let's Plant Trees (step by step game)	- Poultry for Additional Income (slide kit)	9
4. Science	- Use of Gas from Daily Wastes - Fish Needs a Lot of Oxyger	- Do you know Numbers? - Let's Safely Use Electricity - How to Improve the Well System			5
5. Culture			- Around Asia and the Pacific (sugoroku) - Animal Sugoroku - Proverb Card Game		3
6. Social and General	- The Life of Water - Cooperative for Better Life - Useful & Simple Knowledge for Everyday Living	- Let's Read - The River and Us - Public Pollution inside Bus	- Building up a Happy Community (sugoroku game) - Let's Repair our Village Road (endless strip) - Good Use of Water(jigsaw) - Women Literacy(box puzzle) (video)	- Water in Everyday Life (slide kit) - Let's Form a Cooperative (cassettee drama/ radio programme) - Water in Everyday Life	13
Total	**11**	**13**	**10**	**5**	**39**

Development of Literacy Follow-up Materials

Dr. Kla Somtrakool
Director
NFE Development Division
NFE Department
Ministry of Education, Thailand

Literacy Materials in Non-Formal Education

In the conduct of non-formal education programmes where activities occur through the provision of three main categories, i.e. the basic education, skills training and information services, the target beneficiaries of which are those out-of-school population whose age, sex, interest, knowledge and background are somewhat different as well as their religions, cultural and socio-economic ones. The achievements of the programmes have seen to depend on the capability of the teachers/non-formal educators in selecting appropriate means of transferring their knowledge to each particular target groups. There are several kinds of learning media/materials used in non-formal education.

1. Audio-visual media i.e. radio, television, slide and tape.
2. Printed matters i.e. poster, book, brochure.
3. Games and entertainment.
4. Personnel media i.e. teacher, volunteer, government officials etc.

Each kind of media is suitable for different uses and purposes, depending upon the selected activities, contents, knowledgeable background of the learners and the venue to conduct the activities. For example, the personnel media can provide the opportunities for both learners and teachers to communicate, to discuss in details and to raise the questions as seen necessary, while the printed matters or radio/T.V. programmes are most appropriate to big target groups whose households are scattering around being far away from one another. These kinds of media will have more tendency to disseminate any knowledge and information to cover the whole community. However, the printed matters is found to have disadvantage over those who are incapable of reading, while the radio and T.V. programmes may involve time frame of the learners and the availability of electrical services with in the target communities.

Basic Criteria in the Development of Learning Materials

In development of effective learning materials in non-formal education, the following criteria should be taken into consideration.

1. Principle of non-formal education management

Due to the fact that the adults have more ability to learn, to think and to make decision since they have more experiences than children in terms of working skills. Therefore, in the management of non-formal education programmes the planner should not limit to only one way presentation/communication, but the adult learners should be given opportunity to think, raise questions and make decision themselves.

2. Media and materials will be most productive if they are produced as to be relevant to the needs and natures of the target groups in terms of their ages, educational backgrounds, occupations and particular locations. In order to make the target learners to mostly value their learning activities, the learning media should be prepared in accordance with their needs.

3. The learning media should be most relevant to the particular objectives of the learning curricula in which the learners are expected to develop their target attitude and behavior.

Apart from the afore-mentioned basic ideas, there may be some other principles which the planners should take into consideration. They are, for example, costs of production, application system, variety of media selection, visibility of the media etc.

Steps of Media/Materials Production

There are two significant objectives for the production of learning materials, the first of which is the production in accordance with the needs decided by the planners/agencies (Objective-oriented), while the second one is the production in accordance with the needs of the target groups (Problem-oriented).

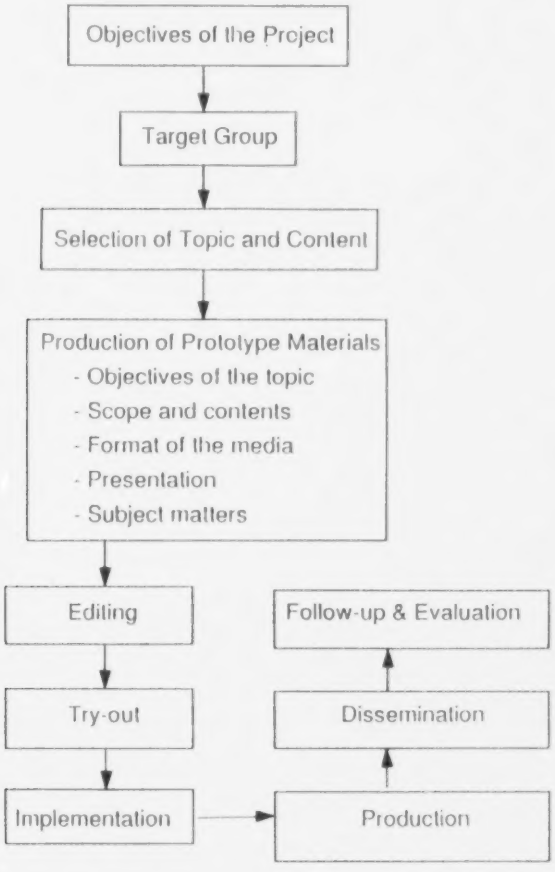
1. Objective-oriented - The materials are produced under the purposes and objectives set by the planners or agencies who firstly assign their own contents, then identify the target beneficiaries. The example of this kind of production and activity is the project for the conservation of the forest which aims to encourage the people to aware of the advantages and disadvantages of having and losing the forest. After the objectives are set,

the planner will decide whether such kinds of objectives are to be learned by which particular group with what educational background, occupation, and living location. After the target group is identified, the planner, then, select the appropriate kinds of learning materials which are seen most applicable to the target group.

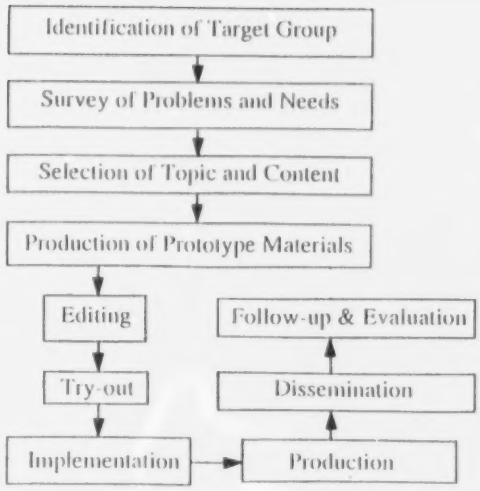
When the prototype materials have been produced, the producer should examine the rightness and appropriateness of their materials in order to make sure that the materials are of good quality before disseminating for use. Finally, if the materials are being follow-up and evaluated the producer will be able to learn whether or how materials are used effectively according to the objectives of the project.

Steps of Materials Development and Production

(Objective - oriented)



2. Problem - Oriented - The materials are produced in accordance with the needs of the target group. In this category the steps of materials production begins with the identification of the target groups, observation of their educational and socio-economic backgrounds, survey of problems and needs and production of learning materials (follow same steps as afore-mentioned in objective - oriented).



Field Survey of Problems and Needs

The media will be very effective when they are produced as to be most relevant to the needs of the target group. No matter how expensive the media are, they will remain useless if they are not relevant to the needs of the people in the target community. Therefore, the initial survey of problems and needs of the target group is the most significant step which should be considered. The survey may be conducted both formally and informally.

1. Formal survey - can be done through general observation and interview. In making the observation the planner/producer will have to visit the target community to observe community profiles and living condition of the people. These include, for example, their day-to-day living and occupations, women's role, child problems, etc. To collect the observation data the planners/producers may take notes, take some pictures and video recording.

In conducting the interview, this may be done by questioning the people who are the direct target group or those who are indirect target group. The target people will be given the opportunities to select their appropriate answers to the open-ended questions prepared by the interviewer.

2. Informal survey - can be done informally through the ordinary conversation during which the target people may not know that they are being interviewed. This kind of informal survey may be done through group meeting and discussion. Besides, the planners/producers may spend their time living in the target community in order to collect the needed data.

In conducting the field survey of target needs, serveral kinds of surveys should be used in order to test the reliability of needs being identified, but if a variety of needs were

identified by the target group these needs may have to be prioritized according to their significance.

Data to be collected during the survey

There are a number of significant data that should be collected for the preparation of learning media. Of them are, for example, data on the following.

- Food and nutrition
- Housing condition
- Health
- Education
- Household utensils/equipment
- Occupation
- Family produce and income
- Self-help and development
- Social activities
- Natural resources and environment
- Public services and facilities.
- etc.

Preparation of Learning Media

After the field survey. of problems and needs the types of media i.e. personnel media, audio-visual and printed matters which are seen most appropriate to the target group should be considered.

In development of the prototype materials, the following criteria should also be considered.

1. The language used in learning materials should be appropriate to the level of knowledge and skills of the target group.

2. The contents, the actor and the location should always be related and appropriate to the target group.

3. Writing and producing techniques should be easily understood and worth following-up by the target learners.

4. Pictures and equipment/utensils should be accustomed to and easily understood by the target learners.

Apart from the said criteria the producers should understand the following general aspects of their target learners who are adults.

1) Having more experiences and background.
2) Having strong belief in their own cultural heritage.
3) Having more potential to learn things that are related to their daily life.
4) Having limited time to learn or attend the learning activities due to the fact that they have to engage in their day-to-day earning a living.
5) Having less tendency to change their attitude and old belief.
6) Being more capable of learning through entertainment.
7) Having no desirr for formal learning.

Field Testing

Before the preparation and utilization of the media, field testing should be conducted in order to examine the rightness and the appropriateness of the developed media. In doing so, a demonstration community whose profiles are most similar to that of the target community may be selected to do the field testing. While the media are being tested the organizer should examine and observe the target group in terms of the following three aspects.

1. Perception: The organizer should observe whether the target learners can perceive the contents, picture and language used in the media, and how appropriate the media are being prepared.

2. Interest: The interest of the target learners will be very important which the organizers should examine.

3. Acceptability: It should be observed whether the target learners are willing to accept the information or contents provided, and how they intend to apply their accquired knowledge in their daily living.

The data and information collected during the try-out or field testing at the demonstration community will let the planners/organizers know how advantages and disadvantages the media have for each target community. The media will then be adapted and improved for using in the real target group.

Utilization of the Media

The utilization of non-formal education media, especially the printed matters, is actually done in two different ways.

1. Group utilization - the media can be disseminated regularly to the target population who already existed in groups, and the numbers of the groups is known by the organizers, who then can prepare to send an adequate amount of the media to the target community. Usually, there is no constraint regarding the provision and dissemination of media to the groups since they will be sent through the responsible bodies in the communities.

2. Non-Group utilization - there is no certain group in this kind of target community, where the amount of target learners are unknown. Therefore, there is no such responsible body who will take care of the dissemination and utilization of the media. The learning situation will depend upon the interest of the learners/readers and the places where the media or printed matters are kept. It would be useful and appropriate if the media are kept or distributed to the public libraries or the village reading centres since these are the places where the people come to acquire knowledge and to meet the common goal as well as to share their ideas and experiences regarding their daily living.

In summary, how the media can mostly reach the target group is seen to depend on the following factors.

1. Dissemination system - the dissemination of the media should be done continuously no matter they will be disseminated daily, weekly or monthly.

2. Selection of certain service places - the organizers should select the certain places to keep the media so that the target group will know and come to make use when needed. The service places should be located in the community centre where they can be reached by most people. Such places are, for example, the community temple, village grocerly store, etc., and the media should be kept in the proper place where they can be taken easily.

3. In transferring the media to the target community the organizers should be sure that the transferring system is properly, immediately and safely. It can be done in several different ways and the organizers may select any particular way as seen most appropriate. Of them are, for example,

- sent directly from producer to target group
- from producer sent through several levels of local organizations
- from producer sent through ordinary posting system
- from producer sent through private agent/transport

4. The circulation system of the media should be arranged properly so that the media can reach every target group and be utilized beneficially. The circulation system may be arranged by utilizing the following personnel.

a) A group of volunteer or representatives from local agencies.
b) Community leaders such as village headman, local monk, community teacher, youth leader.
c) Learners of adult schools in the community, member of community cooperatives, housewife member, agricultural worker and community development worker.

5. To disseminate the media into the community the organizer should first make good public relations so that the target people will know beforehand. This may be done through community's loud speaker, public relation hand-out, placing the media at a corner in the community centre where they can be seen easily by the people/passengers.

Evaluation

In order to learn whether the media are produced in accordance with the target goals and objectives, the planner should plan for a good and appropriate evaluation system which may be done in two different ways.

1. Formative evaluation - can be done during the utilization of the media so that the planner may use the result and information to adapt and improve the media. In doing so, the planner may evaluate the whole project system or only some particular media. For example, the evaluation of the administrative system of the project, management system, personnel factors, etc.

2. Summative evaluation - will be done at the end of the project in order to find out whether the project is successful and the target groups have changed their roles and attitudes toward what they have learned.

In the evaluation of the media the planner should realize to the following concerns.

a) Production techniques - these will cover the language used, the pictures and wordings, the contents and its priorities.
b) Responses of the target group - the planner should observe the interest and the acceptance of the target learners regarding the subject contents and effectiveness of the media during use.

Apart from the direct evaluation of the media, the planner should do to evaluate the circulation and dissemination system so that they may know whether the media have reached all target groups and whether the public relations system has been done well enough as planned.

The Impact of Functional Literacy on Human Resource Development

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1. Introduction

This paper is written to facilitate brainstorming session on "Functional Literacy". The writer will attempt to explain what Functional Literacy means. Having done that he will try to elaborate the impact of Functional Literacy on human resource development. Directly and indirectly functional literacy influences the socio-economic growth of a country besides determining the distribution of her national wealth.

2. Functional Literacy

In trying to explain functional literacy it is best to start with literacy as a concept. Literacy is generally taken to mean the ability to read, write and apply numeracy skills. A person is considered literate when he or she has sufficient reading, writing and numeracy skills to continue to learn alone without the continuing gudance of a teacher. The word functional on the other hand denotes the ability to function or being in possession of a certain skill to perform. Thus the concept "Functional Literacy" is used to show the ability to apply reading, writing and numeracy skills in a socio-economic situation required by a given environment. It is a useful communicative tool required for the survival of man faced with an ever changing technology.

To be functionally literate is to be able to communicate effectively in a specially chosen trade. Besides having the skill to communicate he also has the skill to perform and manipulate whatever tools required. He has the ability to learn, relearn, adapt himself to the changing environment and technology. In such a situation he is able to master his destiny. He is not a slave to change. He adapts and at times dictates change.

The target group of functional literacy activity are adults who are out of the formal education system. They are semi-literates or neo-literates residing in the urban or rural areas of the country.

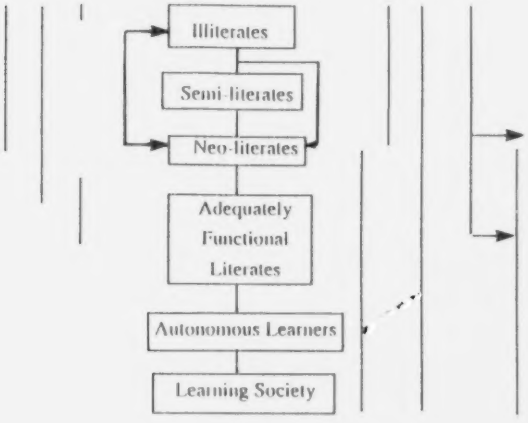
Since the target group is an adult population, this activity is pedagogical in character. The basis of pedagogical approach in functional literacy work is psychology and ecology. It focuses on the immediate needs of the target group. In most respect, functional literacy is ahead of traditional literacy. Below is a table that shows differences between the two types of literacy activities.

Criteria	Traditional Literacy	Functional Literacy
Objective	To acquire reading, writing and numeracy skills	To acquire reading, writing and numeracy skills + the ability to excel in a certain chosen trade.
Time	Short and intermitent	Short and intermitent.
Curriculum	Structured	Less structured but tailored to the immediate needs of the target groups. Problem/Objective Oriented.
Methodology	Pedagogical	Pedagogical
Control	Flexible/Client control	Flexible/Client Control

3. Relationship between Relevant Concepts

In an attempt to explain functional literacy it is best not to deal with it in isolation of other literacy concepts. Concepts like semi-literate, neo-literate, adequate literacy and other educational system should be seen comprehensively. * Appendix attached lists down almost all popular literacy concepts. The diagram below on the other hand suggests how some of the relevant concepts and processes may be related in a stright requence. The figure demonstrates that if they are systematically applied literacy training programmes, including growth in reading, writing and numeracy skills correlated with the growth of functional knowledge, can develop an adult's competency and illiteracy through semi-literate stage. There are dangers of regression to illiteracy unless appropriate programmes are maintained. Adequate functional literacy is the next step and is the stage at which the level of literacy skill will facilitate participation in the further development of the individual and of society. Only after this stage has been reached can an individual accept responsibility for his ,or her own on-going learning process. It is only when most citizens reach this stage that a community can become what Unesco terms a 'learning society'.

Literacy process	Adult target	General educational processes & systems



A traight-line correlation between Adult Targets, Literacy Processes and Relevant but More General Educational Processes and Systems.

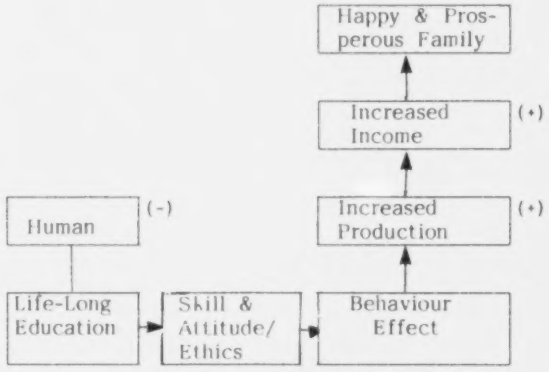
The right side shows some of the relevant, societal educational process and systems that correlate with the stage outlined above. In the first place, formal education is usually unavailable to illiterates or semi-literates. For these people, neo-literacy and functional literacy is attained through the non-formal education system. Only after these stages has been reached can entry be possibly made into the formal education system. Informal education, that is, learning through experience, by individual study, through the mass media and so on, begins at birth but takes on real meaning only when a society is sufficiently literate (neo-literate and functionally literate) to fully exploit the informal learning resources available. By definition, life-long learning occurs from birth to death, but making a conscious commitment to life-long learning and being willing to take full advantage of the learning opportunities of a society requires that people be autonomous learners.

4. The Impact of Functional Literacy on Human Resource Development

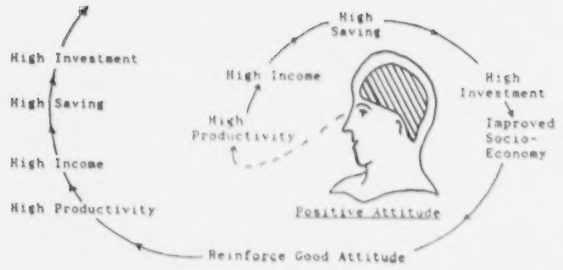
a) Economic Impact

Functional literacy is a component of non-formal education. Like any other educational process, the impact of functional literacy education is to mound one's attitude in a desired direction. Besides effecting attitudinal change, it will also produce behaviour change. All these changes will lead to increased productivity in the chosen specified trade. These can be shown by a simple diagram shown below:

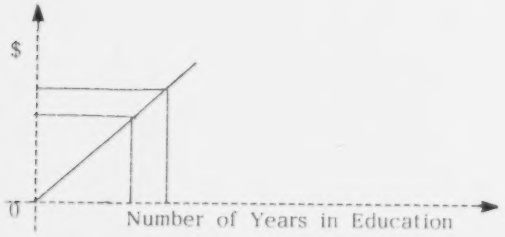
Impact of Education on Human Resources
(Refer to Appendix 1 for more details)



Education can certainly improve the quality of human resource. This is because the process of education will strengthen, activate and stimulate certain cells of the brain. The brain is the source of human power. Thus by improving the quality of the brain, one is able to act, control and manage the scarce resources more effectively. It is even said that functional literacy is instrumental to unlock the chain of poverty circle. Vicious circle of poverty is caused by negative attitude towards social economic development. It is this negative attitude that becomes the target of functional literacy curriculum. The diagram below illustrate the power of functional literacy to break vicious circle of poverty.



The ability to break vicious circle of poverty means the possibility of increasing family income. This implies that the rate of family income is directly related to the level of functional literacy one is at. This can be illustrated by the diagramme below:



The degree of functional literacy can definately determine the rate of economic growth. This is very true in the age where technology changes very fast. The rate of changes now is so fast that it requires even an educated person to learn and re-learn if he wants to be effectively functional in his own organization. Likewise, farmers and fishermen too must learn and re-learn in order to improve and to increase productivity. Besides increasing economic growth, functional literacy is also able to distribute national wealth more equitably in a situation where everybody is functionally literate. The gap between the haves and the haves-not can be narrowed.

b) Social Impact

Economic indicator is not the only means to show development status. For a society to attain a high quality of life, it must have high family income coupled with healthy social environment.

Unbalanced economic growth may lead to social decay for the process of modernization and urbanization can expose the society to various ever changing social milieu. The new environment has led to the formation of new values and behaviours and thus bringing about changes in family institution, its structure and functions. Negative trend must be nipped in the bud because the destruction of the family system and values will have a negative impact on human resource development.

Functional literacy has an important role in improving the understanding of family relationships besides giving adequate knowledge on family formation and family structure. Functional literacy based on religion can arrest problems arising from pre-marital sex, broken homes and other social ills associated with modernization. Functional literacy can also improve the quality of life of a family by giving adequate knowledge on health and inculcating hygenic habits.

Functional literacy can also stress the importance of econological balance. Problems of environmental pollution can be sentisized. This will check the negative impact of modernization. The eco-centric trend in economic development tends to plunder, rape and pollute environment, thus disturbing the economic system. A good functional literacy programme will enable the student to grasp not only the economic skill but it will also generate ecological sensitivity. Consciousness in the importance of environment can improve the quality of life since air, water and the planet as a whole will be a cleaner and safer place to live in. Functional literacy can motivate people to think global and act local, thus moving a step towards peace and universal understanding.

Functional literacy can also contribute towards consumerism movement. This understanding is very important to check the penetrating strategy of commercial communication system. In trying to increase the effective demand for a certain product, marketing strategies used has exploited the power of mass media and electronic gadgets. It seems that no one can escape from the continuous bombardment of mass marketing strategies. Functional literacy may be able to make them wiser when called upon to make economic decisions.

c) Political Impact

Functional literacy can also bring about political impact. Being non-formal in nature, the curriculum used for any functional literacy class can be tailored to the needs of the day. In times when the winds of development sweeps across the country producing ideas against establishment, functional literacy can help to stabilize the situation. Being able to identify the source of the problem, functional literacy facilitators can be made clear when the issues are discussed in depth. All government policies can be explained to show the advantage it would give to the less fortunate group. Functional literacy is the best way to converge the vision of the government to the needs of the population.

Functional literacy can also educate the community on their political rights. The right to make political choice through exercising one's vote is the cardinal principle of democracy. The ability to think rationally what is right and what is wrong among adults can only be induced through functional literacy. By acquiring sufficient knowledge on politics, the voters may not be easily exploited by irresponsible politicians. This will produce political stability which is a very essential factor for the growth of an economy. No substantive development can

take place if there is political instability.

Functional literacy can work towards establishment of political stability, thus promoting continuous social economic growth while at the same time improving our quality of life.

Strategies to make functional literacy effective

a) Complimentarity Approach

Like any other non-formal Education activities, functional literacy cannot stand alone. For it to perform at its best, a complimentarity approach to formal education has to be planned/designed. In this way it will reduce costs and maximize the use of scarce resources a country has. As agreed by a Unesco workshop in 1985, the concept complimentarity means - "mutual support between the formal and non-formal (functional literacy) education in respect of mobilization and utilization of physical facilities, personnel, administrative structure curriculum and instruction materials, training of teachers and supervisors and evaluation certification procedure and techniques that have develop within formal and non-formal education". Coordination and Complimentarity - Unesco Bangkok, 1986.

c) National Economic Planning

Functional Literacy must be recognized as an instrument for human resource development process. It should be seen as an effective tool to improve the quality of human resources. It can act as an instrument to increase growth while at the same time able to reduce the gap between the haves and haves-not. It is an instrument both, for growth and equity as well.

However, the current eco-centric model in planning tends to disregard non-formal/functional literacy activities on the ground as unquantifiable. All non-formal activities is given marginal treatment. Functional literacy activity is not marginal. It is positive in transmitting whatever skill and knowledge desired by the authority. This system is most suitable in a time when the rate of technology change is high and the need to learn and re-learn is compulsive.

c) National Policy

For Functional Literacy to be effective, a country must formulate and adopt a national policy. The presence of a National Policy will give recognition and status to functional literacy. It will then be able to act as guidelines for socio-economic planning. It is the only way to put non-formal education into the national planning chart.

An adopted national policy will bring about political will among leaders. Focused attention by the leaders and policy implementors will also set right the climate for mass-media to embark on public awareness campaign. Without national policy all these activities will not be possible. All activities by government agencies and private organization will remain fragmented devoid of energy.

d) Indigenous Structure and Strategy

The time has come for each and everyone of us to sit down and ponder upon the strategy of economic and social development. For the past years we have been taken up by the miracle of Japan and West Germany. We thought that was the ideal model which will cure all problems of under-development in all countries. This is the biggest error we made. Social structure, theory and technology of each environment is peculiar to the others. Since every country differs, the structure, strategy, system and approach towards economic and social development must be indigenous to blend with the different social structure, theory and technology of the local environment. It should be designed to be responsive to the local needs and aspiration of the locals. This means we have to rely not only on the organizational theories, economic theories and management principles but we must also rely on insight, intuition, intelligence, inspiration and ingenuity of mankind.

6. Conclusion

a) In line with the assumption that human attitude and behaviour can be engineered, a number of functional literacy training activities can be designed with each curriculum having the objective to increase the economic potentiality of man.

b) There are only two variables of socio-economic growth in any parts of the world, irrespective of size and historical background. The variables are human resource while the other can be termed as natural resource. Natural resource is exaustive while the human factor is infinity. The strength and limit of human resource lie in the power of imagination of man. It recites in the creativity of the brain power. From here it is clear that educational process is instrumental towards the achievement of the quality human resource desire by every country. Functional literacy can contribute towards the objective of increasing the quality of human resource.

c) Functional Literacy can be more effective if there is a National Policy on non-formal education for functional literacy is the component of non-formal activities.

APPENDIX

Review of Relevant Concepts

Unfortunately, many of the concepts mentioned in the paper have different meanings or are interpreted differently from country to country and from system to system. The educational literature itself is not always consistent in defining relevant terms. This appendix reviews the concepts and, where appropriate, recommends an optimal approach.

The concepts are arranged in a logical development sequence.

I. Stages in the development of a literate society: Basic concepts.

(a) Literacy: This is generally taken to mean the ability to read, write and apply numeracy skills. Vagueness and lack of commonality in the definition relate to the level of skill to be attained before and individual can be said to be literate. Usually, the definition adopted is pragmatic and is not in terms of specific technical skill. The overall consensus suggests that a person is literate when he or she has sufficient reading, writing and numeracy skills to continue to learn alone without the continuing guidance of a teacher.

(b) Functional Literacy: There is a general consensus about the meaning of this term. Programmes concerned only with reading, writing and calculating for their own sake have little meaning. Functional literacy includes the development of these traditional literacy abilities, but it ensures that such development occurs in areas reflecting the socio-economics and cultural needs of the learners. The emphasis is on directly usable knowledge; reading, writing and numeracy skills develop with these goals sharply in focus. This literacy training programmes should build both technical skills and functional knowledge. What people learn to read, write and calculate becomes equally as important as technical literacy skill, and the development of one aspect adds to the development of the other.

(c) Levels or grades of literacy: The traditional way to define 'levels' of literacy has been in terms of functional measures and grade equivalents, using the formal educational system as a standard. There is little international agreement, however, about what should constitute the levels or stages of achievement in developing literacy skills and functional knowledge from illiteracy to full functional literacy. This is partly understandable because of the contrasted problems posed by different languages and cultures. For example, the Chinese language cannot be taught in terms of an alphabet whereas Thai can, and the functional knowledge required by Chinese and Thai people may be very different. There is general agreement that developmental stages exist in the growth of both technical literacy skill and functional knowledge. These stages proceed slowly at first and then more quickly. For the first time, ATLP describes a process whereby different systems may define these levels systematically and in a way that would facilitate comparison and co-operation between systems. This process is described in Volume One of the series.

(d) Semi-literate: Of course, illiteracy disappears if the level or grade of achievement is defined at a low enough level. That is why the definition of literacy must also include a general criterion such as "the ability to continue to learn without the aid of a teacher". In the United States, the Census Bureau uses the completion of six years of schooling as its criterion for the definition of literacy and so can say that in the United States literacy is universal. However, in 1985, a survey of a large representative population of adults between 21 and 25 years of age showed that many were only semi-literate in functional terms. For example, 4 percent could not write a simple description of the type of job they would like to have; 28 percent were unable to write a letter to explain an error that had been made in a billing charge; 63 percent failed to synthesize the main argument from a long newspaper column; 43 percent could not follow directions using a street map to travel from one location to another; and 62 percent were unable to look at a menu, work out the cost of a specified meal and calculate the correct change from a specific amount. Such people while meeting the formal definition of literacy as defined by the United States Census Bureau were in fact semi-literate. Most could read, write and calculate at technical levels equivalent to U.S. school grade VI, but they had not continued to learn beyond that level. Semi-literacy can be defined as a stage in literacy development, which may meet the technical requirements of the final grade of a literacy training programme but beyond which progress is inhibited. The failure to proceed further may be motivational: an absence of willingness to continue to learn without the guidance of a teacher, it may be because of some inherent ability problem or because of some gap or block in achievement. The issue of semi-literacy has been considered in some detail because it has important implications for continuing education and the development of a learning society.

e) Neo-literate: This term is well-known and fairly non-controversial. It refers to individuals who have completed a literacy training programme recently and have demonstrated the ability and willingness to continue to learn on their own using the skills and knowledge they have attained without the direct guidance of a literacy teacher. It is important to stress that technical achievement is not sufficient for an individual to be classed as a neo-literate. He or she needs to have the ability and willingness to continue as an independent learner.

f) Literacy regression: This term refers to the situation where learners, having reached a certain level or grade equivalent within a literacy programme, fail to proceed beyond that grade, lose skills and knowledge and revert to a lower grade of skill and functional knowledge. Individuals who are semi-literate may revert to almost or complete illiteracy. Individuals who are almost at the neo-literate stage may revert to semi-literacy and so on. Among school pupils, it is well-documented that children who drop out of formal education before reaching school grade V are likely to regress to almost complete or total illiteracy. Among adults, the boundary is less well-defined but premature withdrawal from adult literacy programmes inevitably leads to regression. The main problem among such people is motivation, which underlines the importance of including functional knowledge of direct and immediate relevance to the learners.

Motivational aspects and the problem of regression have considerable implications for continuing education.

g) Post-literacy processes: This concept generally refers to processes and activities especially developed for neo-literates, which are designed to help them become fully functionally literate and to be autonomous learners. The essential aims are to prevent regression to semi-literacy or worse and to develop those higher-level literacy skills that are essential for autonomy in learning. Such skills include context vocabulary building, increased general knowledge and its application, and the development of skills in integrating concepts into cognitive systems (schema). It is especially important to develop higher skills of critical reading and to foster skills in independent problem-solving.

h) Adequate functional literacy: This is clearly a relative term, which is very difficult to define using precise criteria. By 'adequate' we could perhaps consider levels of competence and functional knowledge that facilitate an individual's personal development and his or her development as an member of society, and which help to maximize his or her contribution to the positive development of society. In other words, adequate functional literacy represents a "taking off" point from which an individual can grow and increasingly contribute to an improved quality of life. There are specific and general aspects of this concept. The specific aspects refer to individual situations such as family and occupational matters, while the general aspects refer to the development of the whole person and of the total society. Thus, there are clear, personal, vocational and general educational dimensions to the concept. Adequate functional literacy is a pre-requisite for autonomous learning and the development of a learning society.

i) Autonomous learner: The idea of an autonomous learner is a much more sophisticated concept than the idea of simply being able and willing to "learn on your own", which is the concept used to define a neo-literate. The concept implies not just an autonomous learner but an autonomous person. At an autonomous stage of personal development, education is seen as leading to creativity, self-fulfillment and deeper values; it is seen as an on-going process. It is characterized by a learning style that probes for increasing complexity, complex patterns, toleration for ambiguity and development of broad views of the world and reflects a respect for objectivity. The difference between the levels of adequate functional literacy and autonomous learning is considerable: the former deals with the day-to-day basic skills of functioning in society, whereas the latter is concerned with a view that education is valuable in itself and involves the mental, physical and spiritual development of the entire person. As summarized by cross, an autonomous learner perceives education as rewarding only if it helps in seeing things in a variety of ways and with true feeling and respect for the views of others.

j) Learning society: This concept as defined by UNESCO involves the idea that, ultimately, the educational process is the function of society as a whole not just part of society such as literacy agencies, schools, colleges and so on. All groups, associations, institutions and agencies have a role to play. To quote Unesco's volume, learning to be, this implies that "every citizen should have the means of learning, training and cultivating himself freely available to him, under all circumstances, so that he will be in a fundamentally different position in relation to his own education. Responsibility will replace obligation." This concept clearly implies that if a learning society is to be effective, the opportunities provided by it must be accepted and utilized by its citizens. Only autonomous learners can take maximum advantage of such opportunities, so the evolution of a learning society depends on the development of autonomous learning. This is a major challenge for continuing education.

Research in the Design, Production, and Use of Instructional Media

(Extract from Kemp J.E. and Smellie D.C., Planning, Producing and Using Instructional Media, This paper was used as a reference material in the presentation of Mr. Merza Abbas, Deputy Director of Centre for Education, Technology and Media, Universiti Sains Malaysia or Malaysia Science University)

- Treatment of Subject
- Intellectual Abilities of Leaners
- Presentation Elements
- Camera Angles
- Color
- Special Effects
- Directing Attention
- Picture-Narration
- Relationship
- Narration
- Music
- Printed Media
- Computer Screen Display
- Learner Participation and Knowledge of Results
- Interactive Media Design
- Emphasis on Videodisc
- Use of Media

Treatment of Subject

1. Present the relevant information in an introduction and tell the viewer what is expected to be learned. (Hoban and van Ormer)

2. Summarize the important points in a clear, concise manner. Summaries probably do not improve learning unless they are complete enough to serve as repetition and review. (Hoban and van Ormer)

3. Ideas and concepts should be presented at a rate appropriate to the comprehension ability of the audience. (Hoban and van Ormer)

4. Instructional content may be more completely learned if it is presented to the learner two or more times, in identical or varied forms. (Allen, 1973)

5. Organize the media so that important sequences for concepts are repeated. Repetition is one of the most effective means for increasing learning. (Hoban and van Ormer)

6. The learning of performance skills from media will be increased if you show common errors and how to avoid them. (Hoban and van Ormer)

7. Learning may be enhanced by organizing instruction sequentially to permit establishing subordinate skills before teaching those of higher order. (Allen, 1973)

8. Demonstration should include only the basic elements of what is to be learned, but oversimplification can have a deleterious effect. (Travers)

9. When a presentation involving a media form can be reduced in complexity so that only the factors that directly contribute to accomplishing the task are included, learning will be more predictable and replicable (Levie and Dickie)

Intellectual Abilities of Learners

Materials designed for learners of low mental ability should employ these design techniques (Allen, 1975):

10. Preparatory or motivational procedures that establish a readiness to learn the material, with attention to overviews, verbal directions, and questions to answer.

11. Organizational outlines or internal structuring of the content.

12. Attention-directing devices that point out, emphasize, or refer to relevant cues in the communication.

13. Procedures that elicit active participation and response from the learner to the content of the communication.

14. Provisions for correcting or confirming feedback to responses made by learners.

15. A slow rate of development, or a slow pace of presentation of the content to be learned.

Materials designed for learners of high mental ability should employ these design techniques (Allen, 1975):

16. High information density; high pictorial and conceptual complexity; and richness of images, ideas, and relationships.

17. A format that places requirements on the learner to organize, hypothesize, abstract, and manipulate the stimuli mentally in order to extract meaning from it.

18. Rapid rate of development of information and concepts being communicated.

Presentation Elements

19. Stimuli that are pleasing, interesting, and satisfying are positive reinforcers and will increase the probability that the learner will remember and can reproduce what was presented in the media. (May)

20. Simplified line drawings or pictures can be more effective as information transmitters than either shaded drawings or real life photographs; full realism pictures can flood the viewer with too much visual information. (Brown)

21. Motivators, such as color, dramatic presentations, humor and comic effects, and inserted printed questions cause the learner to pay close attention, to look or listen for relevant and crucial cues, to have a "set" or put forth effort to learn, and to respond or practice. (May)

22. Cue identifiers, like color, arrows and pointers, animation, and "implosion" techniques (having assembled parts fall into place without being handled by the demonstrator) help the learner identify and recognize the relevant cues in a media presentation. (May)

23. Simplifiers, such as improving the readability of narration, eliminating irrelevant pictorial materials, repeating illustrations or adding additional illustrations, are procedures for making presentations more effective. (May)

24. Incorporating dramatic sequences, such as comedy, singing commercials, or realistic settings to teach factual information, has not been shown to improve learning effectiveness. (Hoban and van Ormer)

25. Because color, optical effects, and dramatic effects have little to do with increasing learning, it is possible to eliminate then. (Hoban and van Ormer)

26. A crude presentation (pencil sketches of visuals) may be at least equal in effectiveness to a polished media presentation. (May and Lumsdaine)

27. The rate of development or pacing should be slow enough to permit the learners to grasp the material as it is shown. (Hoban and van Ormer)

28. If the audience is familiar with the setting being pictured, learning may be improved. (Hban and van Ormer)

Camera Angles

29. Show a performance on the screen the way the learner would see it if actually doing the job (subjective camera position). (Hoban and van Ormer).

30. When taking a picture, avoid excessive detail by moving the camera closer or changing the viewpoint. (Saul)

Color

31. The fact that color adds to the attractiveness of a training device does not necessarily mean that it improves learning. Black-and-white is as effective as color for instructional purposes except when the learning involves an actual color discrimination. Learners prefer color versions despite the fact that the addition of color does not generally contribute to learning. (Travers)

32. There is an increasing amount of empirical evidence to support the use of color in visual illustrations as evidenced by improved achievement of specific educational objectives. (Dwyer)

33. Color is preferred in learning materials since it provides motivation and can focus attention. (Lamberski)

34. Color facilitates discrimination in perceptual situations where complexity or quantity may preclude use of other cues. (Lamberski)

35. Color seems of more value in self-paced learning materials requiring active learning than in externally-paced (passive learning) materials as in conventional lecture situations with the emphasis on one-way communication. (Lamberski)

Special Effects

36. Special effects used as attention-getting devices have no positive influence on learning. (Hoban and van Ormer)

37. A film or video recording in which straight cuts have replaced optical effects (such as fades, wipes, and dissolves) teaches just as effectively as media that use these effects. (Hoban and van Ormer)

38. The special effects (fades, dissolves) that are used to represent lapses in time and other events are not effective in conveying the intended meanings. Printed titles seem to be more effective. Special sound effects appear to provide much more challenge to the producer than aid to the learner. The same can be said of humor and of other special means intended to retain the interest of the learner. (Travers)

Directing Attention

39. Media that treat discrete factual material appear to be improved by the use of an organizational outline in titles and commentary. (Hoban and van Ormer)

40. Liberal use of titles, questions, and other printed words can improve teaching effectiveness. (May and Lumsdaine)

41. It is useful to direct the learner's attention to

particular elements of instructional messages through visual cueing and other attention-attracting devices. (Allen, 1973)

Picture-Narration Relationship

42. The audio channel is much more capable of obtaining attention if it is used as an interjection on the pictorial channel rather than in a continuous parallel with it. (Hartman)

43. While concepts and principles can be acquired solely on the basis of visual presentations, to rely only on visual lessons is inefficient. Words serve an important cueing role and should be incorporated, for this secondary purpose, into a visual presentation. (Gropper)

44. Multi-channel communications that combine words with related or relevant illustrations will provide the greatest gain because of the summation of cues between channels. (Severin)

45. Multi-channel communications that contain unrelated cue sin two channels will cause interference between channels and result in less information gain than if presented in only one channel. (Severin)

46. When information is received simultaneously from several sources, one source can degrade, accentuate, or bias other sources. There is an interaction among sources. (Fleming and Levie)

47. When an audiovisual presentation is too rapid, the perceiver must choose between the two channels. The individual will recognize separate strings of auditory information from one channel or visual information from the other channel. Only at slow rates can the individual interrelate information from both channels. (Fleming and Levie)

48. In media designed to teach performance skills, the pictures should carry the main teaching burden (Hoban and van Ormer)

Narration

49. The number of words in the commentary has a definite effect on learning. Care should be taken not to "pack" the sound track. (Hoban and van Ormer)

50. Use direct forms of address (imperative or second person) in media narration. Avoid the passive voice. ((Hoban and van Ormer))

51. Media that provide opportunity for the audience to identify with the narrator will be more successful than that not providing such an opportunity. ((Hoban and van Ormer))

52. Except where the use of live dialogue can have marked superiority in meeting particular objectives, narration has great advantages. (May and Lumsdaine)

53. Verbal simplification in media commentaries increases teaching effectiveness. (Travers)

Music

54. There is little evidence to support the opinion that background or mood music facilitates learning from media productions. (Seidman)

55. Music accompaniment enhances the emotional impact of a media production. (Seidman)

56. Music can provide continuity by tying together various scenes in a script. (Sidman)

Printed Media

57. A wide variation in design seems permissible without greatly affecting efficiency in reading. (Wilson et al.)

58. Words are identified most rapidly when composed of lower case characters. (Hardey and Burnhill)

59. Spacing characters very close together does not aid lebibility. ((Hardey and Burnhill))

60. The brightness contrast between letter and background is one factor determining perceptibility of letters. (Wilson et al.)

61. Very short lines slow perception, while very long lines increase the number of regressions and cause inaccuracy in locating the beginning of each new line. (Wilson et al.)

62. There is little evidence to support the effectiveness of printing all lines in equal lengths (justified). (Wilson et al.)

63. The use of headings and underlining serves to accentuate selected elements in printed text with the expectation of improving learner acquisition and retention. (Wilson et al.)

64. Inclusion of pictures in printed material can substantially improve learning. (Levin)

65. There is reader preference for double-column format on a page. (Wilson et al.)

66. The generous use of open space in printed instructional materials is a necessity for aiding comprehension. (Wilson et al.)

Computer Screen Display

67. While the screen permits 80 characters per line and 24 lines vertically, readers prefer a 62-character line and a depth of 19 lines. (Rubens and Krull)

68. When possible, text should be presented at a character density of 80 characters as opposed to 40 characters per line. (Hooper and Hannafin)

69. Text presented with more than 40 characters per line should always be double spaced. (Hooper and Hannafin)

70. Break lines at ends of words rather than to require hyphenating words. (Rubens and Krull)

71. Use uppercase and lowercase characters for best legibility on the display screen. (Rubens and Kruill)

72. Since the screen provides fewer lines on which to place vertical columns of text, a single-column format is recommended. (Rubens and Krull)

73. Unjustified text (page 183) is more suitable for computer display screen use. (Hartley)

74. Left-justified text on the screen is read faster than either centered- or right-justified text. (Rubens and Krull, Hooper and Hannafin)

75. Use predetermined and consistent units of line spacing to convey the structure of text from one screen to the next. (Hartley)

76. Scrolling or moving text is more difficult to read than is a static text. (Harley)

77. Since the left half of a screen has a strong influence on user attention, use that area for "cueing" (headings and other placement information for the reader). (Rubens and Krull)

78. To assist the reader in locating specific items on the screen, it is desirable to boa blocks of text. (Rubens and Krull)

79. Boldface, serif type increase legibility, does not decrease reading speed, and is useful for cueing. (Rubens and Krull)

80. Use color for quick identification and as a cueing decice. (Rubens and Krull)

Learners Participation and Knowledge of Results

81. Learning will increase if the viewer practices a skill while it is presented, provided the explanation is slow enough or time is allowed for the learner to practice without missing new material. (Hoban and van Ormer)

82. Participation, relative to what is learned through media, does not have to be overt. Mental practice is also effective. (Travers)

83. When a student participates frequently be responding actively to some stimulus, learning of the material will be increased. (Allen, 1973)

84. Furnishing knowledge of results, as part of the participation process, also has positive effects upon learning. (Travers)

Interactive Media Design-Emphasis on Videodisc

85. The fundamental elements of well-designed interactive instruction are comparable to procedures for a well-designed lesson in any medium. (Hannafin)

86. Any interactive instructional program should reflect the instructional needs of a wide variety of potential learners. (DeBloois)

87. Attention should be given to structuring an interactive lesson so as to serve both high ability students who can make decisions and move ahead on their own and low ability students who need external assistance. (Hannafin)

88. The level of difficulty of an interactive lesson should be perceived by learners as challenging and as requiring considerable effort. (Hannafin)

89. Video (or other audiovisual media) should provide the primary instruction; the computer should manage and control instructional sequence decisions. (Hannafin)

90. Interactive instructional material presented to learners in media format must be of the highest quality. (DeBloois)

91. Numerous options in interactive functions, such as sequence and amount of instruction and content display time, allow individual learners to adapt a program to their unique needs and capabilities. (Hannafin)

92. Questions appearing periodically in an interactive lesson can either increase attention and subsequent learning or monitor comprehension. (Hannafin)

93. Questions for interactivity that involve high-level processing tasks (above factual recall) and require more mental effort will improve learning. (Hannafin)

94. Generally, when instructional tasks consist of complex content requiring extensive prerequisite knowledge, the program control should be greater than learner control in instructional decisions. (Hannafin)

95. Learner feedback should take both serious and humorous forms and be a constant design feature. (DeBloois)

96. Attempting to increase student achievement to reach a high mastery level may require more study time than is warranted. (Hannafin)

97. Interactive project planning and management is critical; project control can be gained through the use of appropriate planning techniques and devices. (DeBloois)

98. The time and expense required for developing interactive videodisc systems warrant accountability and evaluation relative to the system's accessibility, quality, effectiveness, efficiency, and worth. (DeBloois)

Use of Media

99. Motivated students learn from any medium if it is competently used and adapted to their needs. Within its limitations, any medium can perform any educational task. Whether a student learns more from one medium than from another is as likely to depend on how the medium is used as on what medium is used. (Schramm)

100. Significantly greater learning often results when media are integrated into the traditional instructional program. (Moldstad)

101. When they are carefully selected and/or produced (taking into account both media attributes and learner characteristics) as well as systematically integrated into the instructional program, educational media have a significant impact on learner achievement and self-image. (Wikinson)

102. Compared to conventional methods, equal amounts of learning are often accomplished in significantly less time when using instructional technology. (Modsstad)

103. Media are more effectively and efficiently used, and therefore have a greater impact on learners, when teachers have received specific training in their utilization.(Wilkinson)

104. Media are more effectively and efficiently used when the school provides an integrated media center based on the guidelines suggested by AECT and AASL. (Wilkinson)

A person interested in planning, producing, and using instructional media should review and weigh all the evidence from the research findings and theory reported in this and the preceding chapters. These findings, rather than intuition, should be considered as you design and use your own materials for instruction. Start with these results and recommendations, realizing that some may have been derived from situations far afield of the applications you plan to make. (Yet they are starting points with positive evidence for improved learning at lower costs in terms of time, materials, and services.) Then adapt and change as you gain experience and test the results of your efforts.

The Production of Video Programmes

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Producer,
NHK Educational

(1) The role of visualized media

a) Visualized media is universal
b) Enables concrete understanding
c) It is the most appropriate measure for motivation

(2) The phases of video programme production

Research . Deciding on what problem of what field to take up.

Deciding on the theme . Deciding on the contents, the title, and the sites proposed for the location.

Searching for the place of location
. Confirming whether or not there are materials fit for the purpose of the production.
. Checking on the possibilities of any unforeseen problems
. Research on the people and places. Requesting cooperation in taking pictures.

Framing the construction of the programme
. Reorganization of problems.
. Determining the story.
. Determining the style of the
. problem.
. Finalizing the location schedule.

Location
. Filming
. Recording the sound effects
. Gathering materials for the narration

Editing
. Framing the chart of contents of the film.
. Framing the chart of contents of the sound effects
. Primary editing

Narration Effects Telop
. Final editing
. Finalizing the contents of narration
. Finalizing the sound effects and music
. Finalizing the written materials in the video.

(3) Ways of guidance using the video programmes

a) Before watching the programme: Drawing the audience's attention to the screen.
b) During the programme: Checking on the audience reaction
c) After the programme: Setting up the discussion period.

(Reference material)

How to Develop Literacy Materials for Women (scenario)

No.	Images	Length of time	Contents	Agenda of
1.	. A woman drawing water in Nepal . Woman drawing water in India . A woman working in a gum plantation in Malaysia . A Filipina mother nursing her baby . A woman carrying wood for fuel in India	In seconds 60	The fact that the literacy education is an urgent problem should be emphasized by the narration in a concise and symbolic manner.	Location
2.	. A rotating solid earth (Title) The production of Effective Literacy Educational Materials for Women - by ACCU	20	Title	Ordered before departure Taken during the night in Pattaya
3.	. Beautiful scenery at Jomtien Beach . Overall picture of the site of the workshop . People from various countries gathering at the workshop . A large banner on the stage	60	Reporting that the 8th Literacy Educational Material Workshop was held in Jomtien, a suburb of Bangkok, Thailand	Dec. 9th AM Before the opening of the workshop (The scene at the beach taken early in the morning)
4.	. The workshop in progress . The chairperson . Introduction of three groups . Video on the table . A recorder . A person taking pictures . The expressions on the faces of the people in group No. 3	60	Although various trials have been carried out, the audio-visual educational materials are the main subject of this workshop. (Example of narration) Group No.3 tried to consider printed materials and audio-visual materials in an general This video will try to introduce the production of effective and well-made literacy educational materials by taking the material production of this group as an example.	Dec. 10th
5.	. A bus moving on . A row of roadside coconut trees . People explaining the method of making the educational materials . Telop	20 30	What is a good literacy educational material? The educational materials of ACCU are produced in the following manner. (Telop) Field Survey - Preparation of Materials - Field Test - Revision Simply explain these four steps using the narration.	The scenery along the road taken on Dec. 9 and 11. Survey Committee on 11th. Ordered before departure
6.	. A dirt red road leading to the village . A signboard with the name of the village . The survey group walking in the village. . The group looking at the row of houses. . The group talking with the villagers. . A woman answering . The expressions of the survey group, earnestly listening to the woman.	60	A well-made literacy educational material must correspond to the definite demands of those in need of such materials. The narration should explain the necessity of survey on the daily living, opinions, and requests of the people in order to proceeded with the educational material.	With the survey group on Dec.11.
7.	. A tapioca field . A water ox . A coconut tree . People working in the fields . A woman cooking in the kitchen . Vegetables in the pot . A crying child . A night class . The teacher . Mothers listening to the teacher . Children sitting next to the mothers	240	(An inserted documentary: The reality of Non Ply village as revealed by the survey) Making the document on the reality of everyday life in the village based on the survey of the group. Example: What the vilalgers really need	Dec.11th or 14th

No.	Images	Length of time	Contents	Agenda of
8.	. A rotating solid earth . The earth stops rotating, entering on the Asian countries . The earth spreads out on the plane map of the world . Statistics shown by the computer graphics . The picture of an agricultural village in the Islamic countries, India, Bangladesh and Nepal . The pictures of women learning in a class . Plane map to the solid earth . A rotating earth	120	(The lives and literacy of woman of the world through the statistics) Population of the world 32 hunred million Illiterates 998 million Within Asian countries 666 million Why do the women need to become literate? . The population of women in the world is about the same as of men. . Two thirds of the works in the world, however, are done by the women, while they also take care of the house and children. Despite this reality, the income of the women amounts up to only about one tenth of the men's income. . Numbers of deliveries in a short period of time affect the women's physical condition. The death rate of the children will not be decreased if the mothers do not have knowledge in nutrition and health.	Ordered before departure The figures will be sent by Unesco by Dec. 4.
9.	. The sea of Pataya . The survey group discussing on the berth. . Data on the table. . A hand taking notes. . The educational materials of ACCU . A thorough introduction on different media groups.	120 120	. A discussion is held based on the survey. A simple summary of the discussion is made by the narration. . The contents of the discussion is focused on how to determine on the theme and media based on the result of the investigation. (The inserted film: Explanation of the media) . The materials of ACCU are produced in various forms of media. . They are selected after analyzing the theme, the object, and the effect of the materials. . Printed books . Other printed matters . Media using electricity . Games and others . The strong and weak points of the above media are mentioned. It must be explained that the selection should be made so as to fit the reality of the village.	
10.	. The loose of survey group in discussion . The process of production	60 240	The theme and media are determined. . The theme must be determined to fit the needs. . The media must be planned so it is entertaining and attracting the interests of the people . From the very beginning, the production is made under the advice of the specialists.	

No.	Images	Length of time	Contents	Agenda of
11.	. Telop		Summary of important points in making the printed media. . Posters Designs, words and pictures should be large enough and clear to see . Booklets Needs to have stories . Games . Puppet Shows	Ordered before departure
12.	. The completed materials . People's laughter . A puppet show . The villagers watching earnestly . The survey group surrounding the people . A booklet in the hands of the villagers . A scenery outside the school house . A teacher explaining the poster . The survey group listening to the teacher . The survey groups asking questions . About the educational materials to the teacher and the villagers . The villagers answering the questions . The survey group taking notes	20 90	The completed educational materials must be tested in terms of how the villagers would use and feel about them.	
13.	. ACCU educational materials translated into various languages	60	. Approximately 40 ducational materials were produced, following such process . There are many others which each country has individually completed by applying the same process.	Showing at night on the spot. The materials will be provided by
14.	. The houses and the living of those women who became literate by the literacy classes in Thai village.	60	. A women making a craft saying "Other than anything, I became self-confident." . "Even the kitchen work is more fun how that my income has been raised. . Make the students realize the pleasure of becoming literate.	
15.	. The individual works being introduced at the workshop . Attendants nothing at the completed works . Smiling faces, while clapping hands.	40	. The narration mentions the future problems to be solved.	
16.	. Lively expressions on the girls' faces while learning at a night school . A vast land of Asia . A river . Telop (A letter by letter printout by a typewriter) . A daybreak to sunrise	60 40	(A letter by letter printout by What is a good educational material for women? 1. Interesting 2. Useful 3. Easy to understand Staff title - END -	Shooting at night on the spot. Ordered before departure

Literacy and Continuing Education for Women

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Asia and the Pacific has 1,377 million literates and 628 million illiterates in 1990. Between 1970 to 1990, both the number of literates and illiterates increased. This phenomena shows that Primary Education and Literacy Programmes have been able to achieve their goals, but not enough to provide education for all children, youth and adults. The reasons why the numbers of illiterates are increasing are (a) the population growth rate is still very high in many developing countries in the region and (b) the number of unenrolled children in the primary schools and dropouts are quite large.

The majority of the unenrolled children in the primary schools and dropouts are girls and the women. As a result there are more than 60 percent illiterates are women. According to the Unesco statistics in 1985, there are 418 million female illiterates in Asia and the Pacific as compared to the 233 million illiterates who are male. The picture is gloomier when one considers that during the period 1970-1985, when there was a 14 million reduction in the number of male illiterates, the reverse is true in the case of women. That is, over the fifteen year period, there was an increase of 28 million illiterate women.

Therefore any attempt towards providing Education for All will have to give priority to the girls and women education.

It was clearly emphasized at the World Conference of Education for All (Thailand, March 1990) that unless urgent and concerted efforts at all levels are taken to expand women's and girls' access to quality education, Education for All will not be achieved by the year 2000.

The education situation of the other disadvantaged groups is also equally disturbing. Literacy rate among the minority groups, people living in difficult geographical conditions like hilly areas, and isolated islands and people in slum areas and people who are subjected to the social and economic discriminations is also very low and their condition is deteriorating rather than improving. The programmes of Education for All can not neglect the education needs of these people.

Improvement of Literacy Programme

When we talk about programme for Education for All, many people think about only formal Primary Education. Since the Karachi Plan, considerable efforts have been done by the developing centres in the Region to improve access, retention and graduation rate of their primary schools. Some countries have achieved satisfactory results, but others could not succeed in reducing their overall illiteracy rates.

The countries which have been successful are those which have promoted and strengthen both their formal and non-formal education programmes together i.e. Primary Education and Literacy Programme as two legs of a person. The countries which did not see the importance of non-formal education could not improve the literacy situation at all.

Particularly for the improvement of girls and women education situation, Non-formal Education is absolutely necessary. In rural areas in many countries in Asia and the Pacific, still the parents either do not send their daughters to the schools or they withdraw them before completing primary school cycle. If there is no Literacy Programme to provide basic education to these girls, they remain illiterates. When the girls grow young, they become quite conscious of their deprived conditions. Therefore the majority of students in the literacy classes are girls and women in many developing countries.

Asia-Pacific Programme of Education for All (APPEAL) has given equal importance to three inter-related programmes i.e. Eradication of Illiteracy (EOI), Universalization of Primary Education (UPE) and Continuing Education for Development (CED).

In order to improve and strengthen Literacy and Continuing Education, APPEAL has promoted a number of Regional Programmes to help the Member States to enhance their national capabilities.

One of the short comings of the earlier Literacy Programme was to treat literacy as one shot affair and to try to eradicate illiteracy like a disease through one vaccination for life. Therefore many attempts to eradicate illiteracy were ad hoc and not well planned. Many countries have launched massive literacy campaign without adequate preparation and they did not succeed due to their inherent weaknesses.

Now many countries have recognized that literacy is not a temporary and one shot affair, but it is a first step towards life-long education. Therefore it needs well planned curriculum, learning materials, and teacher training systems, so that Literacy Programme could be developed like one of the Sub-system of Education for All.

APPEAL Training Materials for Literacy Personnel (ATLP)

APPEAL Training Materials for Literacy Personnel (ATLP) is a Regional Programme which is trying to help the Member States to improve their literacy curriculum, learning materials and teacher training system. ATLP is consisted of 12 volumes as givenbelow:-

Volume No.	Title and Scope
1	Principles of Curriculum Design for Literacy Training
2	Principles of Resource Design for Literacy Training
3	Manual for Senior Administrators of Literacy Training Programme
4	Manual for Supervisors - Resource Development and Training Procedures
5	Exemplar Training Manual - Extra Money for the Family
6	Exemplar Training Manual - Our Forests
7	Exemplar Training Manual - Village Co-operative
8	Exemplar Training Manual - Health Services
9	Specifications for Additional Exemplar Training Manuals
10	Post-literacy Activities and Continuing Education
11	Evaluating a Literacy Training Programme
12	Implementing a Literacy Training Programme

Under ATLP, Literacy Programme has three levels i.e. I: Basic Level; II: Middle Level and III: Self-Learning Level.

Each level has literacy, numeracy and other communication skills objectives and they are linked with functional skills, knowledge and attitudes.

The ATLP curriculum has considered following criterias:

1. Progressively building literacy skills from easy to difficult levels.
2. Functional contents showing logical development from single concepts to complex concepts.
3. Dealing with topics of immediate concern of the learners to the topics of distant concern gradually.
4. Literacy skills and functional knowledge sequenced in levels of progression defined in terms of specified learning outcomes.
5. A concentrically planned curriculum enabling learners to repeatedly re-examine the main areas of functional content at different levels of understanding using steadily improving literacy skills.
6. Linking functional concepts with the literacy skills at each teaching-learning unit.

APEAL Training Materials for Literacy Personnel (ATLP is a joint project of the Member States in the Region. Therefore, ATLP has been adapted by many countries in the Region such as Bangladesh, China, Indonesia, Laos, Malaysia, Myanmar, Nepal, Philippines, Samoa, Thailand, Tonga and Viet Nam.

Under the Unesco/Norway Funds-in-Trust Project, three Sub-Regional Workshops for Training of Literacy Personnel have been conducted in co-operation with the Member States in Thailand (1989), India (1989) and Indonesia (1990). Two more such workshops will be held in 1990 in Bangladesh and Papua New Guinea.

Through the Sub-Regional Workshops about 200 key literacy personnel such as administrators, supervisors and trainers of literacy instructors have received training on utilization of ATLP to improve their literacy programme.

As a follow-up of the Sub-Regional Workshops, Bangladesh, China, Indonesia, Laos, Malaysia, Myanmar, Nepal, Philippines, Samoa, Thailand, Tonga and Viet Nam have organized about 21 National Training Workshops to train national literacy personnel in their countries. More than 1,000 persons have received training in the National Training Workshops.

From 1990 a new project for Training of Literacy Personnel will be launched under Unesco/Japanese Funds-in-Trust to strengthen the National Training activities.

Realizing the importance of women's literacy programme, APPEAL is giving priority to the training of women literacy personnel under ATLP and it has launched a separate project "Expansion of Skill-based Literacy Programme for Women and Girls in Asia and the Pacific."

The Project is aimed at developing Literacy programme linked with skills development suit to the needs of girls and women. The Project uses ATLP approach to develop learning materials relevant to women's needs.

Improvement of Continuing Education

As the statistics indicates earlier, there are about 1,337 million literate people (15 years +) in Asia and the Pacific. Out of which about 140 million are going to the schools and about 15 million go to the tertiary education institutes. That means about 1,182 million literates people are not attending any formal education institutes. They are working as farmers, workers, petty traders and service personnel.

In order to accelerate the pace of development, those people need to be provided some sort of education opportunity. The developed countries have vast network of Continuing Education activities to all its workers, farmers and service personnel. But developing countries have not been able to promote and strengthen Continuing Education Programme for its people engaged in their vital socio-economic sectors. Previously most of the developing countries in Asia and the Pacific are too preoccupied with basic education i.e. Primary Education and Literacy Programme. But now many developing countries in Asia and the Pacific are anxious to promote and strengthen their Continuing Education programme for its neo-literate and literate population after achieving significant improvement in their literacy situation. Many of them have already launched many Continuing Education Programme. But again the efforts were not as systematic as they should be.

Therefore Unesco/PROAP is cooperating with the Member States to improve Continuing Education Programme in the Region.

There were series of meeting, seminars and workshops to improve Continuing Education Programme under APPEAL. As a result "APPEAL Training Materials for Continuing Education" (ATLP-CE) is being developed.

This new programme is as extension of "APPEAL Training Materials for Literacy Personnel" (ATLP) therefore this new programme is called (ATLP-AE).

ATLP-CE will be comprised of following ten volumes:

1. Continuing Education - New Policies and Directions
2. Developing Post-Literacy Programme
3. Equivalency Programmes as Components of Continuing Education
4. Income Generating Programmes in Continuing Education
5. Continuing Education for Improving Quality of Life
6. The promotion of individual interests through Continuing Education
7. Future Oriented Activities in Continuing Education
8. Learning Centres as Entry Points into Continuing Education
9. Continuing Education Methods
10. Implementing and Evaluating Continuing Education Systems Volume one is now ready in the draft form.

ATLP-CE has categorized Continuing Education into following six types:

Type 1 Post-literacy Programme (PLPs)
These aim to maintain and enhance basic literacy, numeracy and problem solving skills, giving individual sufficient general basic work skills enabling them to function effectively in their societies.

Type 2 Equivalency Programmes (EPs)
These aim to provide alternative education equivalent to upper primary education and beyond.

Type 3 Income Generating Programmes (IGPs)
These help participants acquire or upgrade vocational skills and enable them to conduct income-generating activities.

Type 4 Quality of Life Improvement Programmes (QLPs)
These aim to equip the community with that essential social knowledge, attitude, values and skills about problems and issues affecting society as a whole so as to improve the life styles and standards of all citizens. The First Meeting of the Regional Coordinating Committee of APPEAL suggested that issues such as parenting, population education drugs, citizenship, social and cultural awareness and leadership should be addressed by these types of programmes.

Type 5 Indivisual Interest Promotion Programmes (IIPs)
These provide opportunity for individuals to participants in and learn about their chosen social, cultural spiritual, health, physical and artistic interests.

Type 6 Future Oriented (FO) Programmes
These give workers, professionals, regional and national community leaders, villagers, businessmen and planners new skills, knowledge and techniques to adapt themselves and their organizations to growing social and technological changes.

In order to promote and improve Continuing Education Programme ATLP-CE has advocated for following arrangments:

1) a policy determined at level A base on national development plans;
2) an effective and efficient cadre of professionally trained CE personnel at level B;
3) development of a CE network nationally and provincially with direct local access;
4) a system local entry points in the form of district level learning resource centres at level C;
5) a broad variety of local providers who are part of the CE network and whose programmes are known to the learning centres. Providers would come from the formal, non-formal and informal education sub-sectors;

6) ready access by all citizens to CE activities at local level, partly through a learning centre and partly by direct contract with a provider. AATLP-CE provides guidelines for the establishment of such a system and especially on how to train personnel levels A, B and C.

There are some basic differences between Literacy and Continuing Education Programme. In the case of Literacy Programme, Governments should assume major role to arrange literacy programme to all the illiterates. NGOs and other agencies could play some role, but their efforts will not be sufficient to provide literacy for all.

Whereas NGOs and other agencies could play a major role in providing continuing education and the role of the Government will be more of supportive rather than operative. The Governments should help and support NGOs and other agencies to provide continuing education opportunities through curriculum design, training of personnel, research and evaluation.

Since Continuing Education have to be diverse and flexible according to the needs of the learners groups in the locality, the curriculum, learning materials and delivery mechanisms have to be decentralized and locally developed. Therefore, ATLP-CE has suggested local curriculum development method. An experimental activity has been undertaken by the Central Regional Non-Formal Education Centre of Thailand to implement ATLP-CE.

ATLP-CE is still in the developmental stage and it will take some time to become final process. Unesco/PROAP is hoping that with the active co-operation from the experts from the Member States ATLP-CE could become another Joint Regional Project.

Role of Media in Literacy and Continuing Education

Both ATLP and ATLP-CE are based on systems approach. Teaching-learning is a system consisted of inputs-process-output chains. If the key personnel working in Literacy and Continuing Education can understand the system approach and they are aware of the inputs-process-output of the teaching-learning system, Literacy and Continuing Education could be developed and improved systematically and the Literacy and Continuing Education, personnel would be able to arrange their tasks according to the system approach.

When the teachers have to use various learning materials such as books, posters, games and audio-visual materials, they should know why these materials to be used? when to use? how to use? and by whom? and for whom? Thus the teachers should be aware of the curriculum and its learning objectives.

Therefore ATLP and ATLP-CE both have emphasized that the curriculum, learning materials, teacher training and evaluation of Literacy and Continuing Education should go together.

Many countries have developed learning materials through various organizations. Literacy and Continuing Education personnel should examine those materials in the context of curriculum and use them in systematic way so that they would be able to achieve the goals of the programme.

Under Asian Joint Production Programme (AJP), ACCU has produced more than 40 types of excellent materials like booklets, posters, games and audio-visual materials. ATLP has explained how they could use AJP materials to achieve the curriculum objectives of the literacy programme.

Now ACCU is trying to help the Member States to produce and utilize audio-visual materials like slide tape, video and folk media. There is a great need for such materials for Literacy and Continuing Education.

Literacy and Continuing Education Programmes are criticized as being not interesting and unattractive. At present mass media is invading every aspect of people's life. Radio, cinema, T.V. and video are everywhere. In contrast to such all pervasive commercial mass-media, if we try to promote literacy and continuing education through traditional method known as "chalk and talk" method, naturally the programme will fail.

Therefore, how to use modern mass media for Literacy and Continuing Education is a great challenge for all of us.

Let us hope that "Eight Regional Workshop on Development of Literacy Follow-up Materials" will begin a programme to develop more mass media materials for Literacy and Continuing Education Programme.

Communication Problem in Literacy and Continuing Education

There is a great gap between theory and practice in Literacy and CE.

There are many studies and publications on adult psychology and they explain that adults have a lot of experiences in learning, some are pleasant and some are unpleasant. Therefore they become selective when they have to learn again. They will learn which are interesting, useful and relevant, and they do not learn which are uninteresting, useless and irrelevant things.

The theory on Adult Education also says that education for the adults has to be participatory, experiential, and investigative. Adult Education experts like Paulo Freire, Malcolm Knowles, Ruby Kidds, etc. have written many books on how to develop education programme for the adults.

But if we look at the real situation in the field in the developing countries in the Region, we will find that Literacy and CE are planned and managed by a few people without taking note of the adult psychology and adult education theory. Teachers and other personnel working in Literacy

and CE field are low qualified with a very little training.

Therefore we must improve the communication system in Literacy and CE so that the theory and practice could go together.

As we all know communication is two way process.

We produce messages by:	**We consume (interpret) messages by:**
Speaking, singing, playing a musical instrument, and so forth	--- Listening
Visualizing through making films, photographs, paintings, models, sculpture, drawings (the plastic arts), graphs, cartoons, nonverbal gestures	--- Observing
Writing or composing	--- Reading

If somebody speaks or sings and nobody listens, then there is no communication. Similarly, if we produce slides, video etc. people should observe them and use them.

Therefore we must be careful that we should not only produce learning materials, but we should make arrangement that they are being used in the field. After the production of materials, we have to train the teachers, supervisors and other personnel on how to use them to achieve the learning objectives.

Problem of women education

There is a big gap between rhetoric and action in the development of women's education. The women's decade and numbers of International Conference on Women have generated many reports, studies and documents on the problem of education among the women and they have made number of suggestions to improve the education system for women. The women activists insist that women's education development programme should be developed by the women and with the women not for the women.

Those documents have listed following main problems:

1. Negative attitude of fathers/husbands towards women education.
2. low awareness among the women of their rights.
3. Most women are suffered from low self-esteem and self worth.
4. Too much drudgery at home and no time to attend literacy classes.
5. Stereo typing i.e. the women are seen as housewife, mother, followers of men not equal to them.

Since women have low level of education, they are employed in low wages job like house maid, secondary wage earner, etc.

Women work hard at home and outside, but still their job is not counted as productive labourers.

The vicious circle is that the women have low education, they earn very little and they are marginalized by the society.

The literacy programme for women in many countries suffers from the problems mentioned above. There are few women teachers, administrators and experts to prepare and implement women's literacy and continuing education programmes in many developing countries in the Region.

Many Governments have pronounced, their intention to improve the access, retention and quality of women's literacy and continuing education programme, but in practice very little progress has been made. The countrie which have higher rate of literacy have been able to improve the overall education level of women than the countries which have low literacy rate.

Choosing the theme of women's education, ACCU has shown its awareness to the problem. It is also important to use mass media to address to the problem of women's education. Let us hope that during the workshop we can really make sincere effort to solve the problem.

CHAPTER I

Field Survey, Preparation and Field-testing of Materials

1. Introduction
2. Report of Group A
3. Report of Group B
4. Report of Group C
5. Report of Group D

1. Introduction

a. Steps of developing materials

The participants of the Workshop formed four groups and developed totally 11 kinds of materials (5 video programmes and 6 supporting materials) in the following steps.

I. Field survey

1. Preparation of community survey
2. Community survey at the village
3. Analysis of community survey (using NP method)

II. Preparation

4. Selection of theme and topics of materials to be developed
5. Preparation and production of materials

III. Field test

6. Perparation for field testing
7. Field-testing
8. Analysis of field testing

IV. Revision of materials

b. Materials developed by the groups

Group A

1. "Clean Environment, Happy Living" (video)
2. "Clean Environment, Happy Living" (pamphlet-supporting material)

Group B

3. "Let's Save Money" (video)
4. "Let's Save Money" (leaflet - supporting material)
5. "Food for Health" (video)
6. "Food for Health" (leaflet - supporting material)

Group C

7. "My Beloved Village" (video)
8. "Our Environment" (booklet - supporting material

Group D

9. "Our Village Industry" (video)
10. "Our Village Industry" (booklet - material)
11. "Our Village Industry" (workbook-supporting material)

C. Grouping List

	Group A	Group B	Group C	Group D
1. Village Selected	Kg.Batu Feringgi	Kg.Bukit Teh, Bukit Mertajam	Kg. Kuala Juru, Seb. Perai Selatan	Kg.Permatang Benuan Pekan Darat,Seb.Perai
2. Area of concern	Sanitation/Health	Consumerism	Conservation	Rural industry
3. Chair-person	Mr. Ahmad Ni Husain	Ms. Sawiah Hassan	Ms. Kasirah Rusini	Ms. Aninon Abdullah
4. Rapporteur	Dr. Saraswathi Bina Rai	Ms. Najmah Abdul Aziz	Ms. Hasnah Abu Hassan	Ms. Norfadzillah Kamalhijaz
5. Members	Mr. Zuber Md. Saad Mr. Ahmad Zubir Hitam Mr. Syed Ghazali Jalalulin Syed Hassan Mr. Cheong Siew Hoong	Ms. Zainab Ahmad Ms. Siti Fatimah Min Mr. Idris Ismail	Mr. Rastom Abdul Rahman Ms. Zaiton Ahmad Ms. Aliah Mat Saman	Mr. Haji Yusof Ramli Ms.Siti Norlia Salim Ms. Patimah Bahari Mr. Khalid Sarpin
6. Resource person/ consultant	Mr. Eijiro Tsumagi Mr. Shigeru Aoyagi	Dr. Shamsuddin Abd. Rahim	Dr. Kla Somtrakool	Mr. Shiji Tajima

2. Report of Group A

1. Introduction

First, the group A held a discussion to elect a chairman and rapporteur. This group selected the topic on health for its video programme. The objectives and contents of the video programme were discussed. Member were assigned specific tasks in video production, such as cameraman, lightingman, soundman, etc. The group's committee is as below:

Village Selected	- Kg. Batu Feringghi
Chairperson	- Mr. Ahmad Nizar Husain
Rapporteur	- Dr. Saraswathi Bina Rai
Members	- Mr. Zubir Saad
	- Mr. Ahmad Zubir
	- Syed Ghazali
	- Mr. Cheong Siew Hoong
Consultants	- Mr. Eijiro Tsumagi
	- Mr. Shigeru Aoyagi
Area of Concern	- Sanitation/Health

2. Information of the village

Kampong Batu Feringghi is located on the Northern part of the island of Penang, in Mukin 17, which is 16 kilometers from Georgetown. It is located in the District of Timur Laut. The population is about 3,600 and the total number of households is 624. This Kampong lies in the tourist belt of Penang and there is a range of international class hotels surrounding it. This has helped in the growth of the village and one of the contributing factorsin the growth and development of the village.

Geography

The terrain of this kampong ranges from flat to hilly with the kampong being located along the base of the hill. This central hill encompasses the whole of the centre of the island. The kampong is separated from the sea by the main road. The hillslopes in this area are covered by rainforests. A stream, Feringghi River, runs through this village.

Ethnic Composition and Religion

The predominant ethnic group is Malay with a few Chinese and Indian families. The main religion in this area is Islam. The Chinese and Indians are Buddhists and Hindus respectively.

Occupation

Fourty five percent of people work in the hotels nearby. Another 35% are petty traders, with the rest being wage earners (15%), labourers and fishermen.

Agriculture

Agriculture is limited to home gardening only.

Water Supply

This village is supplied with adequate water by the Local Water Authority, and piped water is available in all the households.

Communication and Facilities

There is a post office in the area. Telegraph services and telephones are readily available with a number of houses equipped with telephones.

There are many restaurants in the area, both large and small catering to the needs of the locals as well as tourists. A wide range of retail shops also exist here. A police station is located near this Kampong. The Rural Health Clinic is just nearby and the General Hospital is 16 km away.

The village is accessible by road. It is well connected by roads to the rest of the island. Public transport is readily available. Buses and taxis ply this area regularly.

Power Supply

The village is supplied with electricity.

Education

There are two primary schools in the area, the Batu Feringghi National Primary School with an enrollment of 84. A Kindergarten with an enrollment of 40 is located next to the Community Hall.

Non-formal Education

Most of the adults and school-going children in this kampong are literate. Neo-literacy is seen among the elderly folks only. The KEMAS holds regular stitching and cooking classes for the women in the village weekly.

Economic Conditions

Most of the village fall into the lower-middle social class, living a comfortable life.

3. Field Survey

Group A was assigned to the village of Kampong Batu Feringghi to study problems and to prepare a video program based on the problems faced by the village. The group is also required to prepare a video program.

Preparation for the Survey

Due to limited time, the group worked on a tentative schedule as follows:

12/Dec.	- visit to the village to study the area and its problem. - group discussions and preparation of scenario to analyse and prioritise problems, draft of narration.
13/Dec.	- preparation of scenario and contents.
14/Dec.	- location shooting
15/Dec.	- rough editing of video work, assembly editing - first stage.
16/17/Dec.	- final editing, audio mixing and narration.
18/Dec.	- finalize production, preparation for field testing, field testing at location.

Methodology

Four methods of gathering information were used:

1. Informal group discussion - Group members and villagers have informal discussions about their village and its problems.
2. Interview - Informal interviews were conducted in small groups of 2 - 3 villagers.
3. Home Visits - Members of the group make home visits randomly to observe their family lifestyle and hygiene.
4. Observation - General observation were also done during all the above methods to supplement the information gathered.

Field Study Report

The group went to the village on 12/Dec. for the first visit. We were welcomed by the village chief and the villagers. After the introductory speeches, we discussed with the villagers as a whole and then broke up into smaller groups to interview them. After this we visited some of the houses randomly.

Analysis of Field Data

After the field visit, the data collected were analyzed using the NP method. Each member of the group was asked to list about 10 to 15 major problems of the village on a separate slip for each problem. The slips were then collected, categorized, and recorded according to priority as follows:

- there is lack of knowledge on garbage disposal
- the drainage system is not properly done
- the land belongs to other people
- awareness about environmental cleanliness is lacking
- improper sanitation has led to poor hygiene
- improper housing has led to overcrowding
- need to change their attitudes towards land tenureship, occupation and child care,
- proper road system not available
- chickens are not kept in proper place
- immunization coverage is still low
- there is a need to improve the quality of lif
- children are prone to home accidents
- there is a need to eradicate social problems and western culture in the community.

4. Development of material

After identifying the various problems using the NP method, the group members discussed them. Decision was made to prepare further materials on the theme of 'Clean environment for a happy and healthy living'. While shooting was in progress the theme was changed to 'Clean Environment, Happy Living'.

Title

Clean Environment, Happy Living

Target audience

Adolescents aged 13 - 19 years, and adults of 20 years and over.

Objective

(a) To create awareness in the target group on the harmful effect of improper sanitation.
(b) To educate them on how to maintain a clean environment
(c) To educate them on how to prevent further pollution.

The group then decided to develop the following scenes in the video:

1. Garbage disposal
2. Drainage system
3. Diseases in relation to this problem
4. Habits which lead to this problem
5. Solutions to this problem

While one group was working on the video production, another group was working on the supporting material for the video program in the form of a pamphlet based on the same theme.

In the video production, the group discussed and decided the imaged and contents to be included in the programme and planned shooting schedule. The imaged and narration as well as the shooting schedule are in the Appendix A and B of the group report. Extra materials used were pictures of diseases on garbage disposal, and on sullage system to fit into the text. The narration was then synchronized with the scenes and the background music was chosen to suit the mood of the message. Narration was first done in the national language and later translated into English.

As a supporting material the group also developed pamphlet titled, "Persekitaran Bersih Hidup Bahagia" (Clean Environment, Happy Living), which is given in the Appendix C.

5. Field Test

Preparation for field testing

Before going to the field, the group prepared guidelines for the field visit and come up with a questionnaire for both the video and the pamphlet, which is shown in the Appendix D.

Field test schedule

Date - 18th December, 1990
Time - 2.30 pm

Target audience

Adolescents aged 13 - 19 years adults 20 years and above.

The areas of evaluation for the field testing were:

1. Interest of the learners in the materials
2. Relevance of the contents
3. Attractiveness of the video in terms of the information given
4. Attractiveness of the pamphlet in terms of the information given
5. Technical quality of the materials

While preparing the questionnaire, the points for evaluation were always kept in mind. It was decided that the testers should brief the questionnaire to the villagers first.

Field testing of the material

Due to a delay the field testing commenced only at 3.30 pm at the village, the villagers were first given an explanation on the objective of the visit and also on what the group had done over the last few days. The video was first shown twice to them and they were encouraged to talk freely about it and give their comments. Later the pamphlets was shown and explained to them as well.

The villagers were then broken up into 5 smaller groups to facilitate discussion on the pamphlet as well on further discussion on the video. The questionnaires were then handed over to the testers to note the response from the individual groups.

The sub-group were then encouraged to talk freely about the materials.

The group also noted down the expressions of the villagers during the video presentation and when the pamphlet was handed to them.

Result and recommendation

The feedback from the field test came out on 18th December 1990 were as follows. The response and interest shown by the villagers was good and interest was clearly seen.

1. Theme is very relevant to the participants' present situation and also appropriate at the present time.

2. Theme is very clear and they are interested to know more about it.

3. The contents of the materials were appropriate to their need. They found it useful to their life.

4. The scenes in the video and the narration were congruent with the information in it.

5. The video programme was found to be very interesting

6. Technical quality of the video was found to be good. The images was clear and the sound was good. Many participants agreed that it was well synchronized.

7. Many participants found the pamphlet attractive. The illustrations was found to be congruent with the information and the message given was clear to all.

8. The information in the video was insufficient. The participants wanted to know more information on the topic. They felt that more detailed description of the diseases would have been appropriate.

The following points were suggested by the other participants for further improvement.

1. Pamphlets

The format of the pamphlets was found to be very attractive, charming and also interesting. However, it was recommended that:

a) the pamphlet may have simpler but more detailed information and be able to stand on its own if no video program was available.
b) measurement of the pit size should be specified

2. Video programme

The video was applauded by the other participants for its professionalism; its visual effects, its excellent sound and clarity.

However, for future development, in terms of contents and information, the following points were suggested:

a) On cleanliness, it was felt that there should be more connection between the scenes. The scene of the lady washing dishes in the kitchen sink should be continued with scenes of water flowing into the river.
b) The video needs to spell out who is responsible for the pollution and exactly who is responsible at each stage. Is it an individual responsibility of the villagers or a public responsibility. It was felt that this should be stated clearly.
c) The materials should be more interconnected to show the relationship between each bit of information.
d) The issues which the villages can change and that which they cannot change should be clear stated.
e) Attitude is stated as a problem but no solution was given.

Appendix A

Clean Environment, Happy Living (SCENARIO)

No.	Images	Narration
1.	. Beach scene . Super Title	Title
2.	. Tourist relaxing on beach . Hotels on the beach side	Penang is well known for its beautiful and clean beaches. It is a focal point not only to locals, but also to foreigners. This is a tourist centre where many international standard hotels are located.
3.	. Many village houses . Entrance to the village . A clean house with car and motor cycle in the compound . Family members relaxing in the house . TV Stereo system	Hidden amidst these beautiful hotels in this area are several villages. One of them is Kampong Batu Ferringhi. Which has all the basic amenities such as a community hall, a rural health clinic, electricity and water supply. The population here is approximately 3,200 people. Many of the villagers are employed by the nearby hotels. A proportion work as petty traders or fisherman. The standard of living on the income of the villagers is sufficient for a comfortable family life.
4.	. House wife bring in food and put it on the table. . Family having breakfast . Father(cu) . Mother(cu) . Children(cu) . Housewife takes plates to kitchen . Housewife put garbage in plastic back and throw them at rubbish bin	This is Saufie's family. He has been living in this village for many years. Both Saufie and his wife are employed in one of the nearby hotels. Saufie and his wife have two children, a boy and a girl. This family leads a comfortable life and they can afford to own a house of their own. Even though Saufie's wife is working, she still manages to keep her home clean, always. Meticulous cleanliness is seen in all the houses in the village
5.	. Housewife throw rubbish in the river . Man sweeping the compound of a house and throw rubbish at the rubbish dump . Another man throw rubbish at rubbish dump (near bin) . Flies flying around rubbish dump . Flies gathered on food . Slide - Typhoid fever, dysentery, hepatitis A. . Interview with a villager regarding rubbish disposal.	However this attitude and practice changes outside their homes. Even though the village surroundings appear to be clean, garbage disposal is not given adequate priority. Rubbish is seen scattered all over. There is no definite garbage disposal system in this village. Indiscriminate disposal of rubbish can result in various diseases and a compromised health status. Flies act as a vector for diseases and can cause food poisoning, diorrhoea, typhoid, hepatitis A and others. This is a sample of the water from the mouth of river, downstream from the village.
6.	. Mountain and clean stream . Man take water from stream . Clean stream flow to a village . Women washing clothes . Dirty water flows into the river . Drain water . Paip . Water clog . Man throwing rubbish into the the river . Garbage on the river bank . End of the river . Comparing clean water with dirty water from end of river	In spite of the rapid development that is taking place in Penang, there are many Mt. stream in the island. This stream flows into the sea after passing through the village. In many areas, the natural beauty still prevails. However, if the habit of allowing sullage to flow into the river is to continue, the ultimate result would be pollution of the river. This situation can be controlled if everyone cooperates to overcome it. One reason for this pollution may be attitude of the villagers who do not give importance to a clean river. (interview) This is a sample of the water from the mouth of river, downstream from the village.
7.	. Interview with an old lady regarding the past and the present situation in the village . House under constructing in the village	Even though the available land in this village is limited, construction of new houses still continue. This could lead to overcrowding in the future.

No.	Images	Narration
8.	. Croweded house in Georgetown . People in Georgetown . Dirty river flowing in the sea	Georgetown is the administrative and a shopping centre for Penang. This is a densely populated area. Tonnes of rubbish are generated daily and a proportion of this rubbish finds its way into the river which flows through the town. This has resulted in the river being polluted. This situation is not easily overcome. Millions of dollars will have to be spent to clean up this river. It is each and everyone of our responsibility together to act now to prevent further damage.
9.	Solution to dirty water . Housewife put a small netting on the hole in the sink . Housewife putting garbage in a plastic back and field it. She put it in the dust bin at the garbage dump. . Some illustrations on Sullage System and garbage pit.	It goes without saying, that water pollution begins at home. One simple method is to place a screen in the kitchen sink at the point where the water flows out of the sink into the connecting pipe. This is to prevent kitchen solids from entering into the sullage system. Another method is to dig a pit 120 centimeters from the house, preferably near the kitchen. Stones are then placed into this pit. With the larger ones nearer the bottom and the smaller ones on top. The aim is to allow the water to seep into the earth and to trap the food solids. A pipe is then connected from the kitchen sink to the pit so that the sullage water flows into the pit. The pit is then closed. An ideal way of disposing household rubbish is to first place it in a plastic bag into a bin. When full this bin is then emptied into a much larger bin, to be collected by the local authority. An other ideal method of garbage disposal is to dig a pit approximately 120 centimeter from the house. Household rubbish is thrown into this pit. A point to note is every time rubbish is thrown in, a layer of earth is used to cover so that flies to not get to the rubbish. When the pit is full, it is leveled off with another layer of earth and this area is used for planting trees. A proper garbage bin should have well-fitted lid so that this cannot get to the rubbish.
10.	. People walking along the beach . Children playing with sands . People enjoying on the beach . Couple walking along the beach . Children playing at the kindergarten	Penang is proud of its natural beauty and its clean and beautiful beaches. If pollution is allowed to continue unchecked, this island will lose its natural charm and beauty. We have all to be responsible, to preserve this beauty as guardians of this earth for our future generations.

Appendix B

Shooting Schedule

14 December 1990

SCENE	PLACE	TIME
1. Scene 5	Batu Feringghi	9:00 - 10:00 a.m.
2. Scene 3 (Item 1-3) Scene 10 (Item 5)	Batu Feringghi	10:00 - 10:30 a.m.
3. Scene 6 (Item 4-10) Scene 7 (Item 2)	Batu Feringghi	10:30 - 12:00 noon
4. Scene 7 (Item 1)	Batu Feringghi	12:00 - 1:00 p.m.
5. Scene 1 Scene 2 Scene 6 (Item 11) Scene 10 (Item 1-4)	Mutiara Beach	2:00 - 3:00 p.m.
6. Scene 8	George Town	3:00 - 5:00 p.m.
7. Scene 9 (Item 2 & 4) Scene 5 (Item 6)	Hotel	8:30 - 9:30 p.m.

Appendix C

"Clean Environment, Happy Living" (Supporting material - pamphlet)

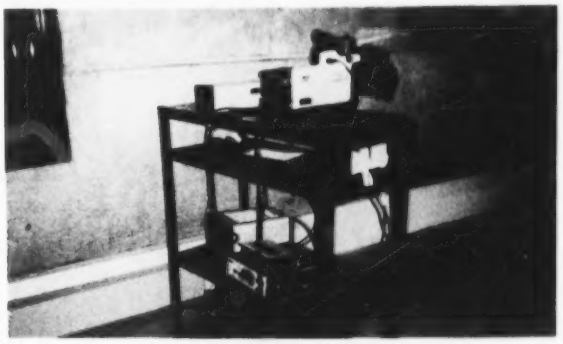
korek lubang
sampah sampah ditanam
HIDUP ANDA AKAN BERTAMBAH SELESA SEKIRANYA ANDA MENGAWAL PERSEKITARAN TANG BERSIH
korek lubang
masukkan batu batu atau sabut kedalam lubang

Appendix D

Field Testing tool

Sex :
Age :
Occupation:
Education :

Question	Yes	No	Don't know not sure	Remarks
1. On the theme a) Relevant to your situation? b) Appropriate at the present time? c) Clear to you? d) Do you want to learn more about it?				
2. On the contents (video and booklet) a) Relevant to your situation? b) Acceptable to your situation? c) Appropriate to your need? d) Useful to your life?				
3. Are the scenes in the video and the narration a) Congruent with the information? b) Clear to you? c) Have enough information on the theme? d) Use easy sentences?				
4. Technical quality of the video a) Are the images clear? b) Is the sound good? c) Is it well synchronized?				
5. Are the illustration in the pamphlet? a) Congruent with the informtion? b) Clear to you? c) Have enough information? d) Acceptable to you?				
6. Do you like to watch the video programme?				
7. Do you find this programme interesting?				



Epuipments for video production

3. Report of Group B

Chairman : Ms. Sawiah bt Hassan
Secretary : Ms. Najmah bt Abdul Aziz
Consultant : Dr. Shamsuddin Abdul Rahim
Members : Ms. Zainab bt Ahmad
Ms. Siti Fatimah bt Min
Mr. Idris b Ismail
Village : Kampung Bukit Tech, Bukit Mertajam, Seberang Perai Tengah

Information on Kampung Bukit Teh, Bukit Mertajam, Seberang Perai

Area	: 340 acres
No. of Houses	: 283
Population	: 1,843
No. of Persons in Agricultural Projects	: 103

Basic Amenities

1. Electricity Supply	- 283 houses
2. Piped Water	- 279 houses
3. Pour Latrines	- 275 houses
4. Mosque	- 1
5. Community Hall	- 1
6. Rural Clinic	- 1

Profession

1. Self Employed	- 75 persons
2. Public Servant	- 15 persons
3. Private Sector	- 70 persons
4. Rubber To9pper	- 50 persons

Land Utilization

1. Vegetable farms	- 75 acres
2. Orchards	- 15 acres
3. Banana farms	- 5 acres
4. Tapioca farms	- 8 acres
	103 acress

Government Participation

KEMAS - Preschool, home economics, skill training, self reliance village

Agriculture - Vegetable seeds, fertilizers and extension services

FAMA - Marketing and extension services

Veterinary - Supplies of chickens, ducks and extension services

District Office - Land administration

Date: 11 Dec.

The group held a discussion to elect a chairman and rapporteur. Ms. Sawiah Hassan was elected chairperson and Ms. Najmah Abd. Aziz as rapporteur. The group was assigned the topic of consumerism for its video production and supporting materials. The group discussed the objectives and contents of the video programme. The discussion was led by Dr. Shamsuddin Abd. Rahim, the workshop consultant.

The group identified some of the possible points on consumerism. They are:

- good purchasing
- Family budgeting and family savings
- Health precautions
- Food storage
- Selection of essential goods for family
- Investment
- Preparation of budgeting for festival

Target Audience

- Parents
- Youth
- Children

Objective

1. To give information on ways of budgeting for monthly investment or savings.
2. To create awareness of the importance of saving for future.

Date: 12 Dec.

At 9:30 a.m. the group left for field survey at Kampung Bukit Teh, Bukit Mertajam. The distance is about 50 km from the hotel and roughly 40 km to the south of Butterworth. The local supervisor of KEMAS, Tuan Haji Ismail guided the group to the village.

At 10:30 a.m. the group held a discussion with the Village Development and Security Committee at the community hall. The group later visited vegetable projects managed by the villagers.

After the visit the group had interviews with shopkeepers, housewives, vegetable farmers, youth and children. Interviews were also held with the Assistant District Officer, Supervisors of District KEMAS Office and Community Development staffs involved in the village, e.g., Preschool Programme and Self Reliance Village (Rancangan Des Usaha).

Field Survey Analysis

The village has all the essential infrastructures and public amenities. The villagers occasionally received visitors to their vegetable projects. From the analysis, two aspects have been identified:

1. The villagers pay less importance in their children's education.
2. Lack of awareness in family savings.

Date: 13 Dec.

At 8:30 a.m. participants met in the plenary briefing by chairman of the workshop Mr. Haji Yusof Ramli on the preparation of group reports. From 9:00 - 10:00 a.m. the group discussed to prepare the video script.

From 10:45 - 4:30 p.m. the group members worked at the USM to prepare the materials for video production. The members were taken around the USM Educational Technology & Media Section to see the facilities available for the audio visual production. Visits included the photography, graphic, editing and recording studios. After the visit the group divided into 2 subgroups. One subgroup went out in search of materials for video production and the other stayed behind to continue with the discussion.

From 8:30 - 11:30 p.m., the group members continued with the script, for next day's work on location. Throughout the script writing and discussion, the group was led by Dr. Shamsuddin A. Rahim and Mr. Merza Abbas, both are workshop consultants.

Date: 14 Dec.

Group B was divided into 2 subgroups of four members each, doing video production, shooting in Kampung Permatang Pasir. While the other 2 members stayed with the resource person Dr. Shamsuddin to continue with the in-camera production at USM. This group was also responsible for producing support materials for the video programme. To facilitate the production of these programmes, the group was assisted by the staff of KEMAS Penang and Consumers Association of Penang (CAP).

By 5:00 p.m., the video group managed to shoot the scene required for the programme. The group planned to complete the editing and graphic by 17/12/1990.

From 8:30 - 11:00 p.m., the group continued to discuss on various ideas to update the project.

Date: 15-17 Dec.

The group continued to prepare the "In-Camera" edited video and pamphlet on consumerism. The members also did editing and sound recording of the video programme.

Field Testing

Village : Sungai Batu, Balik Pulau, Pulau Pinang
Target Audience : Parents of Preschool Students
Time : 3:00 p.m. 18th December 1990
Respondents : 26 villagers comprised of 23 children and 3 parents were present
Method :

The discussion was held using guidelines provided. The video was shown to the respondents for 15 minutes. After the video presentation, the respondents were divided into 5 groups and each group was facilitated by one member of the group for discussion. The supporting materials were distributed to the parents. Analysis of the discussion showed that most of the respondents understood the messages through the videos and the support materials distributed. Their participation in the discussion was good and active.

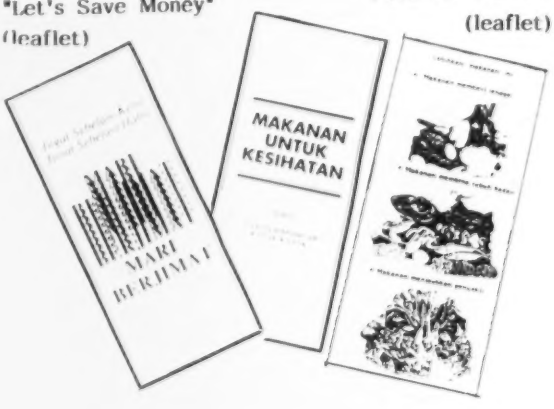
At the end of the session the respondents suggested the following:

1. Emphasis on the habit of taking vegetables amongst the children.
2. No junk food to be sold at the stalls.
3. To show the video to other villagers.
4. To show various types of good food because their children preferred certain types of food only.
5. To give breakfast to children before going to school and give enough pocket money.
6. Educate our children not to buy junk food right from small.

Supporting materials of Group B

"Let's Save Money" (leaflet)

"Food for Health" (leaflet)



4. Report of Group C

Group C has the following persons in its committee:

Chairman	:	Ms. Kasirah Rusini
Rapporteur	:	Ms. Hasnah Abu Hassan
Resource Person	:	Dr. Kla Somtrakool
Members	:	Mr. Rastom Abd. Rahman Ms. Zaiton Ahmad Ms. Aliah Mat Saman
Topic	:	Conservation
Place	:	Kampong Kuala Juru and Kampong Teluk, Seberang Jaya, Prai

Information on the village

The village spans 40 acres with 98 households consisting 700 persons. 90% of villagers are fishermen deriving income from cockle rearing, prawns, crabs and fish. While 10% are public servants. Average income of villagers is about $800 - 1,000 per month.

Basic facilities

Available facilities include a primary school, piped water supply, electricity, metal road, sundry shop and fisherman's cooperative building.

On 11 Dec. night, the group nominated Ms. Kasirah Rusini as the chairperson and Ms. Hasnah Abu Hassan as the rapporteur. The group discussed on the topic of conservation and drafted a work schedule for 12 Dec. through 18 Dec..

On 12 Dec., the group prepared for visit to the village. The group split into two subgroups, i.e.; group C1 with three members which was responsible for video production and group C2 also three person, to prepare a booklet as supporting material.

13 Dec., one group went to Kg. Kuala Juru while the other went to the Consumers Association of Penang (CAP).

The visit to CAP was made to obtain information needed in the production of our literacy material. The other group held a meeting with the villagers of Kg. Kuala Juru explaining the purpose of their attendance.

We went to University Sains Malaysia (USM) to held discussion and brainstorming for a suitable title for the production of video and booklet. The video title selected is "My Beloved Village" while that for the booklet is "Our Environment".

2:00 p.m., in the afternoon discussion on camera script for video filming in the village of Kg. Kuala Juru. We also discussed the stage for producing the booklet entitled, "Our Environment". We later had a lack at the facilities available in the Education Technology and Media Centre (USM), such as photography room, recording room, editing and graphic rooms.

9:00 p.m., discussion on the preparation of video shooting script in Kg. Kuala Juru was held.

14 Dec., subgroup C1 went for location shooting in the village following the format of the film script. Group C2 prepared the booklet outline which had 10 pages. At night the progress of the video production. Editing work continued through 17 Dec..

Field Survey

The group used various approaches to collect data in the field survey, i.e.; observation, interview, discussion and photographs.

Analysis of data

Date were analyzed by way of brainstorming using the objective orriented approach rather than by the NP Method.

Development of material

Resulting from the above approach the group decided to produce two materials, i.e., video "My Beloved Village" and supporting booklet "Our Environment".

The narration of the programme is in the Appendix of the group report.

Field testing

Field testing was done by showing the video programme using questionnaires.

Date	:	18 Dec.
Booklet	:	Our Invironment
Video	:	My Beloved Village
Purpose	:	1. The booklet served as supporting material for the video programme

2. To encourage participation from respondents during discussion.

Target audience : Villagers of Kuala Juru

Respondents : 7 men
5 women
8 children

Procedure: 1. The booklet was distributed before the video show a structured group.
2. Facilitator lead the discussion

Learning objective : At the end of video show, the respondents gave comments on the message of the video.

Analysis of the feedback (booklet)

1. Language comprehension

a) 15% of the respondents understood. The language were difficult to the respondents.

2. Sentences

a) 50% of the respondent said the sentences were long. They suggested to use short sentences.

3. Format

a) 10% showed that the booklet are suitable.
b) The picture should be coloured.

4. Illustration

a) 50% said not clear.

Suggestion

- The picture should portray the people of Malaysia
- Page 3 and 4 should be together
- Illustration on page 5 should show the disposal pit.
- Pages 6 and 7 should be rearranged according to relevance
- Page 9 should show the good habits as examples to everyday life

Analysis of feedbacke (video)

a) 95% of the respondents could identify certain important points on the village.
b) 99% disagreed with the situation in the village. They suggested copies of the programme should be shown to other villages.
c) Respondents suggested that scenes showing the clean village should be prolonged.

Appendix

Narration of the Video Programme "Our Beloved Village" (Group C)

The Malaysian waters on the west coast is bountiful with animal life, the sea, fishermen, and all living organisms within the sea exist inter-dependently could we perceive how our life would be without the sea no fishermen and no food from the sea.

A large portion of our daily food intake derives from the sea-even.

Some of us depend on the sea for a living.

How would we link our existence to the seas, rivers, the trees, and some of our daily habits and thoughts which are harmful to the continued balance of nature?

A typical fishing village scene in Malaysia, Kampung Kuala Juru Houses of Makeshift design.

Domestic animals in my village - free to roam around - some people suggested that we set up a proper system of rearing the animal since it could help us earn extra income.

He may go on complaining but women feel that life should go on - some of them seek employment in the factories nearby.

Children as always love to play - especially when there's pool of water around.

Rearing goats should be encourage, but perhaps, its would be better if the shed is located away from the water resources - the animal droppings could be collected as manure for the garden.

Even geese could reared to generate more income if they are rounded up into a proper shed.

How would you like to stay in this village - withd all the people dumping waste all over the surrounding?

This may not be a giant sized house fly - but it is able to create chaos - more deadly then any living giant if they really exist.

Some of our daily habits in one way or another goes into maintaining and helping the flies to multiply.

Exposed garbage surely attracts flies, mosquitoes and other deadly carrier.

Avoid getting cholera, typhoid and other deceases get rid of all unwanted material or dump into a proper bins or disposal area.

No mosquito like to be around areas which had been kept and maintain accordingly.

Could we do anything to stop pollution from the factories? May be there's little to do. But there's a lot to be done to improve our village environment.

When the water gets polluted a lot of living organisms are effected. Every living thing from the smallest organism to visible one like fish, crab and bird needs clean water. We don't want dirty water ourself.

Growth along the river banks are essential to support the life system, this is one main cause of pollution.

Sea organism such as this - if they are wiped out into extinction - the fishes too would be gone. Surely and slowly we would be losing one of the most important source of food and worse of all the fishermen would loose their source of income.

What manner of pollution is this? If the water is not fit for our own use surely it would not be fit for other living creatures.

It is fun to be with friends by the sea but littering can cause pollution too.

Flowers are pleasant to the eyes if they are planted around our surrounding surely its would be an attraction to many.

Such beautiful sight is not only pleasant it might even be an attraction to our village once they are attracted we would gain in ways like selling handicraft and seafood.

Once our surrounding are well kept our productivity is multiplied.

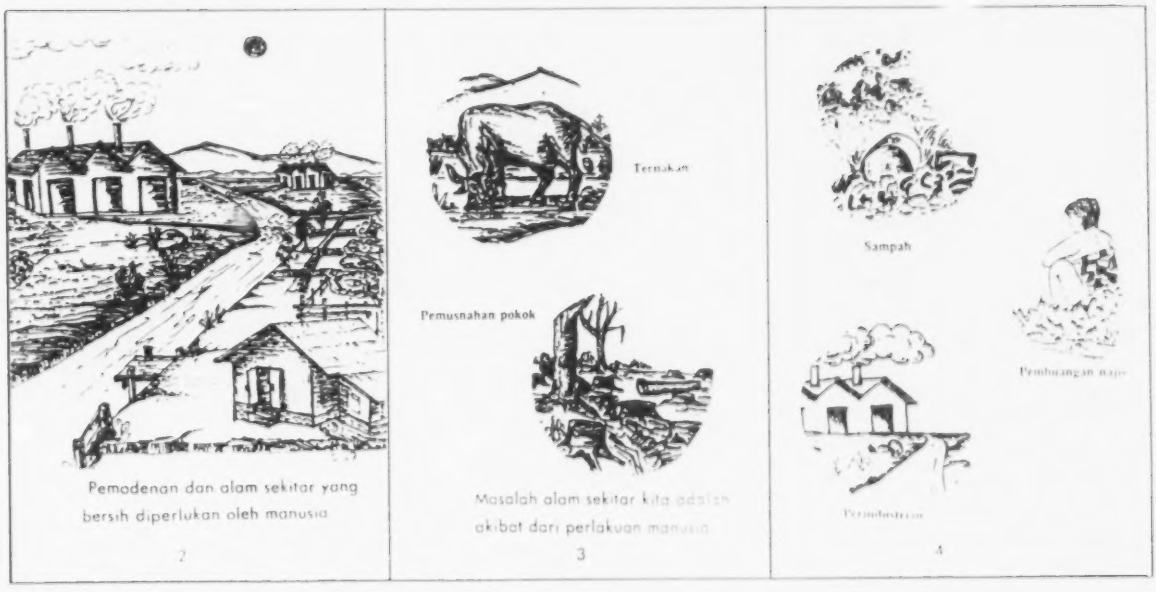
The young one do their school work better

School children study better in clean environment

Clean habit should be inculcated among children in our house, community, sociaty, to ensure sustaining good habit at a very early stage.

Supporting material of Group C

"Our Environment" (booklet)

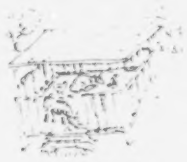


Pembuangan sampah teratur

Membersih halaman

Bagi mengimbangi kedua-dua keperluan ini manusia mesti berjuang melindungi kebersihan alam semulajadinya.

5



Ternakan dikawal

Tanaman

Pelihara dan lindungi alam sekitar sebagai amalan hidup

6

Tandas sempurna

7

Air adalah sumber kehidupan manusia

Memasak

Sumber rezeki

Mencuci pakaian

Tanaman

8

Amalan dalam kehidupan seharian dengan keutamaan terhadap penjagaan alam sekitar akan memberi kesan yang baik kepada kebersihan, keindahan, keharmonian

9

5. Report of Group D

Members: Ms. Ainon Abdullah (Group Leader)
Mr. Haji Yusof Ramli
Mr. Shinji Tajima
Ms. Siti Norlia Salmi
Ms. Patimah Bahari
Ms. Norfadilah Kamalhijaz (Rapporteur)
Mr. Khalid B. Sarpin

1. Information on Kampong Permatang Benuan

1. Name of Village: Kampong Permatang Benuan
2. Distance : 7 km from Butterworth and 4 km from Kepala Batas
3. Population : 800
4. No. of house holds: 150
5. Education: University : 5
   Colleges : 6
   Upper secondary: 15
   Lower Secondary: 20
6. Occupation.
   Ironsmith : 60
   Civil servant : 15
   Factory workers : 5
7. Public Amenities

   a. Primary schools
   b. Preschool class
   c. Rural library
   d. Piped water
   e. Metal road
   f. Public telephone
   g. Mosque

Health

a) Pour latrines = 100%
b) Piped water = 90%

Government agencies involved

a) MARA
b) Agriculture
c) KEMAS
d) PERDA
e) State Development Office

2. Preparation of Field Survey

On 11 Dec. at 10:00 p.m. the group discussed and nominated Ms. Ainon Abdullah as a group chair person and Ms. Norfadilah Kamalhijaz as a group rapporteur. The discussion in the group centred around the topic assigned to the group viz, Rural Industry in Kampong Permatang Benuan. The group decided to have a free observation for the field study and using NP method.

3. Field Survey

On 12 Dec. at 9:30 a.m. group members departed for Kampong Permatang Benuan, Pekan Darat, Seberang Perai Utara, Pulau Pinang and arrived at 10:30 a.m. The meeting with the villagers was held at the community hall to gather information and to learn about possible problems faced by producers. After the discussion the group members visited the workshops of the producers who are involved in iron smith. After visiting 4 workshops the group members visited another rural industry, i.e. noodles (flour and rice based) factory. After lunch the group visited a prayer cap small scale industry in Kampong Paya in Bukit Mertajam. The members held discussion with the owner and gather information on possible problems faced by the owner.

Later the group met and discussed the problem and needs from the three types of rural industry which the group visited during the day. The discussion was held using the NP Method led by Mr. Shinji Tajima and Mr. Yusof Ramli. The problems and needs of the producers and owners of the rural small scale industries were as follows:

Problems of Industries Development Identified

(1) Lack of knowledge in marketing, technology and new product

   a) No knowledge of management and distrust of cooperative
   b) No effective media for information
   c) Lack of exposure to new technology
   d) Not creative and innovative
   e) Not education and lack of facilities in the area
   f) No goal, objective and planning
   g) Lack of market information
   h) Job not appealing to young generation
   i) No self discipline and cleanliness of surrounding

(2) Poor leadership and cooperation

   a) Lack of leadership quality
   b) No cooperation among producers
   c) No coordination among agencies
   d) No self-reliance

(3) Lack of Capital

a) Lack of capital, and exposure to banking service
b) No motivation in product development
c) Labour problem

4. Preparation and Production of Materials (video and booklet)

The group met on 13 Dec. to discuss the problems and needs of the target audience from the process went through using the NP method. The members gave suggestions to overcome the problems. These suggestions were the bases of the story board for the video programme. This session was done at the USM, and continued till 5:30 p.m.

At 8:30 p.m. the group met again to discuss the story board, the script of the video programme and the contents of the support materials.

On 14 Dec. the group left for Permatang Benuan for location shooting for the video programmes. Shooting started at 10:00 a.m. in Kg. Permatang Benuan to shoot activities of iron work by the villagers. In the afternoon shooting was held at the Perda office in Butterworth, for an interview with the Director of Training and Deputy General Manager.

On 15 Dec. the group met in the morning and the members were divided into two subgroups. The first subgroup went to the village to continue with video filming. The other subgroup went to USM to prepare the supporting booklet for the video programmes. This preparation continued till 17 Dec. at USM. Video editing, sound recording and illustrating the booklet.

5. Field Testing

The group members departed the hotel at 10:00 a.m. for field testing at the village. Before departure the group members met to discuss the process of field testing. Evaluation sheets and supporting material (booklet) were used to motivate discussion and evaluate the effectiveness of the video programme.

Analysis of Field Testing

Title : Our Village Industry

Name of Village : Permatang Benuan, Pekan Darat

Target group : Rural producers(old) and youth

Methodology :

1. Video show to the villagers
2. Through questionnaire (1) get feedback from what they have seen
3. Through questionnaire (2) try to get feedback regarding the advantages and usefulness of video to themselves

Analysis/Summary:

1. The response was very good. About 35 villagers (olderly and youth) watched the video.
2. Through questionnaire, it was found that they did understand the video shown. 80% understood and 20% understood little due to too short explanation and the picture was not too clear.

Supporting materials of Group D

"Our Village Industry" (workbook)

INDUSTRI KAMPUNG KITA

Kampung Permatang Benuan

Tajuk : INDUSTRI KAMPUNG KITA

Objektif : 1. Buku ini sebagai panduan perbincangan kepada tayangan video.

2. Menyampaikan idea-idea dalam bidang pemasaran, kemahiran dan cara-cara mendapatkan modal kepada kumpulan sasar.

3. Menggalakkan penyertaan dalam perbincangan selepas menonton video.

4. Untuk menggalakkan kumpulan sasar menggambil tindakan kumpulan kepada apa - apa idea yang dikemukakan.

Kumpulan Sasar :

Penduduk - penduduk kampung yang mengusahakan pertukangan besi.

Cara - cara penggunaan buku kecil ini :

a. Buku ini diedarkan selepas tayangan video kepada penonton dalam perjumpaan yang teratur.

b. Seorang fasilitator mengelola perbincangan ini.

Matlamat :

1. Diakhir sesi tayangan video ini diharapkan penonton dapat memberikan pandangan dan komen berkaitan dengan mesej dalam program video.

2. Tindakan susulan diambil oleh peserta.

2

Panduan Perbincangan Tayangan Video

INDUSTRI KAMPUNG KITA

Kita telah menonton video bertajuk Industri Kampong Kita.
Apakah yang kita telah lihat dan faham?
Sila bincang dan tuliskan apa yang difahami.

1. _____
2. _____
3. _____
4. _____
5. _____

3

4

Masalah yang kita hadapi ialah:

1. Modal
2. Pekerja
3. Pemasaran
4. Kemahiran
5. Kerjasama antara kita

Apakah perkara-perkara lain yang dapat kita ketahui.
Catitkan.

1) _____
2) _____
3) _____

5

Apakah kebaikan dan faedah yang kita dapat sekiranya kita semua bersatu hati.

1) _____
2) _____
3) _____

Dengan adanya koperasi adakah masa depan kita terjamin.

1) _____
2) _____
3) _____

6

Dalam rancangan video tadi, ada beberapa cadangan untuk mengatasi masalah kita.
Mari kita bincangkan.

1) Bagaimana kita boleh mendapat modal.

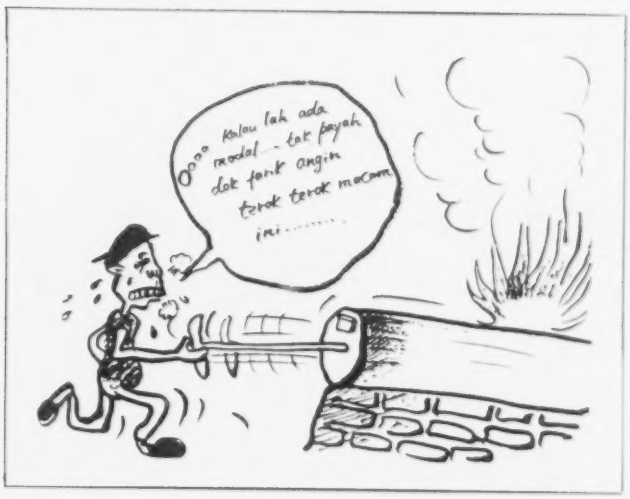
2) Dimanakah kita boleh mendapat kemahiran untuk membuat barang-barang lain.

3) Bagaimana kita hendak mendapat pasaran barang-barang kita secara tetap.

7

"Our Village Industry" (booklet)

BAGAIMANAKAH CARA SAYA DAPAT MENGATASI MASALAH INDUSTRI PERTUKARAN BIJI INI?


Kalau lah ada modal... tak payah dok fonk angin terok terok macam ini.....

Kalaulah pelancong2 ni mai beli banyak2 banyak boh ah kita tambah dgn ASB kita
CHUK A
KOPERASI
SERBAGUNA
KAMPONG
PERMATANG BENUAN

Annex and Appendix

Annex 1	Schedule of the Workshop
Annex 2	List of participants
Appendix 1	Welcome address by The Honourable Mr. Mohd. Yasin Kamari, Deputy Minister, Ministry of Rural Development, Malaysia
Appendix 2	Welcome address by Mr. Othman Md. Said, Director General, Community Development Division, Ministry of Rural Development, Malaysia
Appendix 3	Opening address by Mr. Tadashi Inumaru, Director General, Asian Cultural Centre for Unesco (ACCU), Tokyo

Schedule of the Workshop

Sunday 9 December

17:00-18:00	Registration of Participants
19:45-21:00	Dinner hosted by Y.B. Encik Mohd. Yasin Kamari, Deputy Minister of Rural Development, Malaysia
21:00-22:00	Workshop briefing by Secretariat

Monday 10 December

07:00-08:00	Breakfast
08:30-08:55	Arrival of Guests
08:55	Arrival of the Deputy Minister of Rural Development Ministry
09:00-10:00	Opening Ceremony
10:00-10:30	Tea break
10:30-11:00	Election of Workshop Officials
11:00-12:30	Paper Presentation on "ACCU's Regional Cooperative Literacy Programme in Asia and the Pacific" by Asian Cultural Centre for Unesco, Tokyo
12:30-14:00	Lunch
14:00-15:30	Paper Presentation on "Development of Literacy Follow-up Materials" by Dr. Kla Somtrakool, Director Non-formal Education Development Division, Department of Non-formal Education, Ministry of Education Thailand
15:30-17:00	Paper Presentation on "The concept of 'Man' and Its Implication towards Education" by Mr. Idris Jauzi, Institut Aminuddin Baki, Ministry of Education, Malaysia
17:00	Tea break
19:30-21:00	Reception party hosted by Mr. Tadashi Inumaru, Director-General, ACCU
21:00-22:00	Paper Presentation on "Functional Literacy and Its Implication on Human Resource Development" by Mr. Mohd. Hoesne Hussain, Deputy Director General, KEMAS

Tuesday 11 December

07:00-08:00	Breakfast
08:00-09:30	Paper Presentation on "Communication Strategies in Non-formal Education" by Dr. Shamsuddin Abd. Rahim, Head of Communication Department, University Kebangsaan Malaysia (Malaysia National University)
09:30-10:30	Proceed to University Sains Malaysia (Malaysia Science University)
10:30-11:00	Tea break
11:00-12:30	Paper Presentation on "Strategies in Selection of Media and Usage" by Mr. Merza Abbas, Deputy Director of Centre for Education Technology and Media, USM
12:30-14:00	Lunch
14:00-15:30	Paper Presentation on " Production of Video Programmes" by Mr. Eijiro Tsumagi, Producer, NHK Educational Japan
15:30-17:30	Discussion on "Organization on Production of Materials" 1. Video 2. Audio 3. Brochure to support prepared video and audio only as follow-up/reference accompanying materials 4. Schedule for usage of equipments USM By Mr. Merza Abbas, Deputy Director, Centre for Educational Technology and Media, USM
17:30	Tea breakand Proceed to Hotel
19:30-20:30	Dinner
20:30-22:00	Video presentation on chosen

	villages and discussion with State KEMAS Director and personnels
22:00	Tea break

Wednesday 12 December

07:00-08:00	Breakfast
08:00-10:00	Group discussion (Unver Chairman of each group)
10:00-10:30	Tea break
10:30-19:30	Site visit to selected area/village (Field survey) Lunch Tea
19:30-20:30	Dinner
20:30-22:30	Group work

Thursday 13 December

07:00-08:00	Breakfast
08:00-19:30	Group work(Field Work/Production)
19:30-20:30	Dinner
20:30-22:30	Group work

Friday 14 December

07:00-08:00	Breakfast
08:00-19:30	Group work(Field Work/Production)
19:30-20:30	Dinner
20:30-22:30	Group work (continued)

Saturday 15 December

07:00-08:00	Breakfast
08:00-19:30	Group work(Field work/Production)
19:30-20:30	Dinner
20:30-22:30	Group work (continued)

Sunday 16 December

07:00-08:00	Breakfast
08:00-13:00	Group work (continued)
13:00-19:30	Free
19:30-21:00	Dinner hosted by the Chief Minister of Penang

Monday 17 December

07:00-08:00	Breakfast
08:00-19:30	Group work (continued)
19:30-20:30	Dinner

Tuesday 18 December

07:00-08:00	Breakfast
08:00-13:00	Group work (Field test)
13:00-14:30	Lunch
14:30-17:30	Group work (Field test/Revision of materials)
17:30	Tea break
19:30-20:30	Dinner
20:30-23:00	Presentation and evaluation of materials developed by each group

Wednesday 19 December

07:00-08:00	Breakfast
08:00-09:00	Workshop evaluation
09:00-09:20	Arrival of Guests
09:25	Arrival of the Secretary General, Ministry of Rural Development, Malaysia
09:30-10:30	Closing Ceremony
10:30-11:00	Tea break
12:00	Check out

List of Participants

A. Participants

1. National Population and Family Development Board

Mr. Ahmad Nizar Husain
Bangunan LPPKN,
12B, Jalan Raja Laut,
Peti Surat 10416, 50712 Kuala Lumpur
(Senior Information Officer)

2. Agriculture Department

Mr. Cheong Siew Hoong
Tingkat 6, Wisma Tani,
Jalan Sultan Salahuddin,
50632 Kuala Lumpur
(Asst. Agriculture Officer)

3. Health Department

Dr. (Ms.) Saraswathi Bina Rai
Pejabat Pengarah Perkhidmatan
Perubatan & Kesihatan,
Tingkat 37, Komtar, Penang

Mr. Zuber Md. Saad
Jabatan Perubatan Dan Kesihatan
Tingkat 37, Komtar, Penang
(Health Education Officer)

4. Broadcasting Department, Radio and Television Malaysia

Mr. Rastom Abdul Rahman
Jabatan Penyiaran, RTM,
Jalan Burmah, 10250 Penang
(Assistant Producer)

5. Univewrsity Pertanian Malaysia (Malaysia Agriculture University

Mr. Ahmad Zubir Hitam
Development Communication Department,
University Pertanian Malaysia, 43400 Serdang,
Selangor
(Lecturer)

Mr. Syed Ghazali Jalalulin Syed Hassan
Centre for Extension and Continuing Education,
University Pertanian Malaysia, 43400 Serdang,
Selangor
(Asst. Agriculture Officer)

6. Rural Producer-Representative

Mr. Khalid Sarpin
Hazwan Enterprise,
1649 Pokok Tampang,
13300 Tasek Gelugor, Penang
(Public Relations Officer)

7. Community Development Division (KEMAS)

(Headquarters)

Mr. Haji Yusof Ramli
KEMAS Headquarters, Tingkat 10, Komplek
Kewangan, Jalan Raja, Chulan, 50606
Kuala Lumpur (Director - Training)

Ms. Kasirah Rusini
KEMAS Headquarters
(Asst.Director-Research)

(State)

Mr. Ghazali Ibrahim
State Community Development Office, Kedah
(KEMAS State Director)

Mr. Mohamed Omar
State Community Development Office,
Trengganu
(KEMAS State Director)

Mr. Mohd. Ashari Ahmad
State Community Development Office, Kelantan
(KEMAS State Director)

Mr. Rashid Ibrahim
State Community Development Office, Kelantan
(Community Development Worker)

Mr. Mustapha Mat Yasin
State Community Development Office, Sabah
(KEMAS State Director)

(Training Centre)

a) Kepala Batas, Penang

Ms. Zainab Ahmad
KEMAS Training Centre
(Trainer)

Ms. Aliah Mat Saman
KEMAS Training Centre
(Trainer)

Ms. Norfadhilah Kamalhijaz
KEMAS Training Centre
(Trainer)

Ms. Patimah Bahari
KEMAS Training Centre
(Trainer)

Ms. Siti Fatimah Min
KEMAS Training Centre
(Trainer)

Ms. Siti Norliah Salim
KEMAS Training Centre
(Trainer

b) Kuala Lumpur

Ms. Hasnah Abu Hassan
KEMAS Training Centre
Jalan Syed Putra
(Trainer)

Mr. Idris Ismail
KEMAS Training Centre
Jalan Syed Putra
(Community Development Worker)

c) Malacca

Ms. Najmah Abd. Aziz
KEMAS Training Centre
Bukit Baru
(Trainer)

d) Trengganu

Ms. Sawiah Hassan
KEMAS Training Centre
Seberang Takir
(Trainer)

Ms. Ainon Abdullah
KEMAS Training Centre
Seberang Takir
(Trainer)

B. Observers

Mr. Mohd. Sharif Hussin
KEMAS, Komplek Kewangan, Jalan Raja Chulan
50606 Kuala Lumpur
(Director Administration & Finance)

Mr. Hj. Ibrahim Narek
KEMAS, Kompleks Kewangan, Jalan Raja
Chulan, 50606, Kuala Lumpur
(Director Community Education)

Ms. Hjh Rabsah Raof
Community Development Division
KEMAS, Kuala Lumpur
(Director Family Development)

Mr. Ramli Taib
State Community Development Office, Perlis
(KEMAS State Director)

Mr. Nik Man Nik Ya
State Community Development Office, Penang
(KEMAS State Director)

Mr. Zaihal Hamzah
State Community Development Office, Perak
(KEMAS State Director)

Mr. Haji Yusof Daud
State Community Development Office, Selagor
(KEMAS State Director)

Mr. Harom Ahmad
State Community Development Office, Wilayah
Persokutuan (KEMA State Director)

Mr. Haji Ahmad Munir Baharin State
Community Development Office, Negeri
Sembilan (KEMAS State Director)

Mr. Aliuddin Shofie
State Community Development Office, Malacca
(KEMAS State Director)

Mr. Haji Kamaruddin Mat Tanda
State Community Development Office, Johor
(KEMAS State Director)

Mr. Suhaimi Ibrahim
State Community Development Office, Pahang
(KEMAS State Director)

Mr. Haji Hasi[illegible] Mohamad
State Community Development Office, Sarawak
(KEMAS State Director)

C. International Consultants

Dr. (Mr.) Kla Somtrakool
Non-formal Education Development Division,
Department Non-formal Education,
Ministry of Education, Thailand
(Director, NFE Development Division)

Mr. Eijiro Tsumagi
NHK Educational, Japan
(Producer)

D. Local Resource Persons

Dr. (Mr.) Shamsuddin A. Rahim
University Kebangsaan Malaysia, (Malaysia
National University), Bangi, Selangor
(Head of Communication Department)

Mr. Merza Abbas
Educational Technology and Media,
University Sains Malaysia, (Malaysia Science
University,
11800 Minden, Penang
(Deputy Director)

E. ACCU

Mr. Tadashi Inumaru
Asian Cultural Centre for Unesco (ACCU)
No.6, Fukuromachi, Shinjuku-ku,
Tokyo 162, Japan
(Director-General)

Mr. Shinji Tajima
ACCU
(Chief of Book Development and Literacy
Section)

Mr. Shigeru Aoyagi
ACCU
(Assistant Chief of Book Development and Literacy Section)

F. Workshop Secretariat Staff

Ms. Rohana Ahmadun
Secretariat Chief
(Director Research & Development, KEMAS)

Ms. Noriah Mohamed
(Development Officer, KEMAS)

Ms. Maryatie Shaharuddin
KEMAS

Ms. Norhazlin Hussin
KEMAS

Mr. Hamid Bechik
KEMAS

Mr. Husin LAMAT
KEMAS

Mr. Nik Man Nik Ya
(KEMAS Penang)

Ms. Maziah Basri
(KEMAS Penang)

G. Driver

Mr. Abdul Raman Hanafi
(Driver, KEMAS Kedah)

Mr. Yaakub Dut
(Driver, KEMAS Perak)

Mr. Mat Sarawi Dollah
(Driver, KEMAS Selangor)

Mr. Azmi Shah Mohd. Isa
(Driver, KEMAS Wilayah Persekutuan)

Mr. Ghazali Shafie
(Driver, KEMAS Training Centre, Kepala Batas)

Mr. Sulaiman Mad
(Driver, KEMAS Perlis)

Welcome Address

Mr. Mohd. Yasin Kamari
Deputy Minister,
Ministry of Rural Development
Malaysia

Assalamualaikum w.b.t.

I would like to take this opportunity to express my warmest regards to the Organizing Committee for inviting me to address the participants of this workshop. I was made to understand that this workshop is jointly sponsored by the Asian Cultural Centre for Unesco, Tokyo and the Government of Malaysia. I am pleased to note that ACCU is also helping the Organizing Committee to make this workshop a success. I hope this workshop can move forward the goals of United Nations and Unesco in reducing the number of illiterates while at the same time increasing the rate of economic growth of our country. I sincerely hope this workshop will enable the introduction of new ideas, concepts and techniques on functional literacy. A growing country like Malaysia will surely need new approaches to make functional literacy effective.

According to Unesco Statistics, Malaysia is in the second group of high literacy rates. With 75% of literacy rate, Malaysia is grouped together with China, Indonesia and Turkey. Sad to note, the majority of the population in Asia Pacific is grouped in the third category where the rate of illiteracy is 50%.

From here it is evident that the problem of illiteracy is still massive. In an attempt to curb the situation, Unesco has declared war against illiteracy. We have vowed to eradicate illiteracy by advocating good and effective education programmes for adults while at the same time innovating effective improvement for Primary Education as a means for Individual, Community and National Socio-Economic Development has long been recognized. Many countries view Primary Education as an indispensable tool for social and economic transformation. This idea is enshrined in the constitution of many states. Universal Primary Education has been taken as a strategy for social economic planning because it helps to reduce illiteracy while at the same time making the people more productive. It is a strategy for good human development.

Besides Adult Literacy and Universal Primary Education, Continuing Education is also used as a strategy to eradicate poverty and illiteracy. Continuing Education when it is functional can serve the purpose of wiping out illiteracy while at the same time accelerate social-economic growth. This is because the school drop-out can acquire a certain amount of skill, thus making them a better asset to production. However, this programme too is hindered by a number of problems namely inadequacy of fund and the absence of public awareness as to the importance of Continuing Education in relation to economic growth. Mass Media and Distant Education as a developed, though they have the capacity to be effective.

In recent years countries of our region have also address themselves to the problems of illiteracy with serious concern. Many undertake mass campaign to eradicate adult illiteracy while others have taken a more selective approach which focuses on specific target group.

In most countries, the government provide funds for literacy work which are supplemented by local authorities and voluntary organizations. Some countries manage to mobilize local resources for literacy programmes on impressive scale. Training centres for literacy personnel are being set up while others use Mobile Training Team to provide orientation and short term courses to field literacy personnel.

The seriousness and commitment of government to redress illiteracy is also seen through post-literacy programme which recently is becoming an integral part of Non-formal Education Strategy. Many member states participating in the literacy programme have at least one kind of activity planned for people who have attained the basic literacy objective. Vocational classes related directly to production activity is most popular. However, as I have observed earlier, project implementation to eradicate poverty through APPEAL Programmes have faced a number of obstacles. These obstacles tend to minimize the impact and thus failing us to attain our objective.

I believe our effort is not as effective because we are confused with our strategies. Since the sixties we have taken formal education system as the ultimate instrument to achieve our development goals. Only formal education sector was given due attention to create high and middle -level man power with knowledge, skills and correct attitude. As if that strategy only would permit rapid expansion of modern, urban sector. The most logical way of doing then was to expand the secondary and tertiary levels at the expense of non-formal system. Thus, Community and Continuing Education was left on the periphery. It is marginal to socio-economic planners. The Non-Formal Education activities appear to be ad-hoc and discoordinated. When action planning is ad-hoc and not integrated into the National Planning System, the impact is minimal and the rate of illiteracy and poverty remains dominant as ever in spite of decades of development effort. Thus, the first strategic move is to examine the education paradigm prevalent today. Perhaps the scope of education should mean life-long education which includes components of non-formal as well. Equal emphasis should be given to both systems. The closer integration of Non-Formal and Formal Education in the long-run will win the highest returns of all programmes for Human Resources Development. Once the relationship between outcomes and various inputs is understood, the issue will then be the optimal design in specific settings. Formal and Non-Formal Education should be seen as collaborative elements in the total system, not as antagonistic competitors.

I am very glad to know that this Workshop is concentrating on Development of Functional Literacy Education Materials. I am very happy because I strongly believe that functional literacy can be very effective to increase knowledge and to increase economic skill of selected target group. Functional literacy is the main component of life-long education. Like any other education process, functional literacy can would one's attitude to a desired direction. It can produce a changed behaviour, thus increasing productivity. Since it has the power to increase productivity, it will be an instrument to break the vicious circle of poverty. As such, I strongly endorse workshops on functional literacy. Workshops like this will enable us to disseminate ideas and skill of functional literacy. This will create understanding and interest on functional literacy. It should be taken as an instrument for attitude change in rural development.

However, like any other non-formal education activities, functional literacy cannot stand alone as a strategy for mental change. For functional literacy to perform at its best, it has got to be done complementarily with other educational activities. This integrated approach will reduce cost, maximize the use of scarce resources while at the same time increases the impact on the target group. It is very cost effective. Knowing and realizing that integrated approach is effective, I would like to call upon all agencies together with a common objective to increase productivity and eradicate poverty. Our chances of success will be better. The result for success can be enhanced if functional literacy is taken as a strategy for socio-economic planning. If functional literacy is taken into the corridor of socio-economic planning, the attack on poverty can be very meaningful.

Once again I would like to thank the Organizing Committee and Representatives of ACCU. Last but not least I would like to thank the Organizing Committee for inviting me and giving me this opportunity to address you respected participants. I hope the knowledge acquired will contribute towards effectiveness of increasing rural productivity and at the same time decreasing the number of have-nots. With this note, I in the name of Allah the almighty declare open the National Workshop on Functional Literacy.

Wassalam.

Welcome Address

Encik Othman Md. Said
Director General,
Community Development Division (KEMAS),
Ministry of Rural Development,
Malaysia

Yang Berhormat Encik Mohd. Yasin Kamari,
Timbalan Menteri Pembangunan Luar Bandar,
Mr. Tadashi Inumaru, Director General,

Asian Cultural Centre for Unesco (ACCU), Tokyo
Dr. Kla Somtrakool,
Director, Non-Formal Education Development Division, Department of Non-Formal Education, Ministry of Education, Thailand,
Mr. Eijiro Tsumagi, Producer, NHK Educational, Japan
Honoured Guests and Participants,

Assalamualaikum and good morning to all,

I would like to take this opportunity to thank YB Encik Mohd. Yasin Kamari for consenting to officiate at this National Workshop inspite of his heavy schedule. To all honoured guests and participants, thank you very much for attending this workshop.

On behalf of the Ministry and the Malaysian Government, I would like to say a special thank you to Mr. Tadashi Inumaru, Director-General of ACCU, Tokyo for their part financial assistance and technical expertise in making this workshop possible. We would like to give a warm welcome to Malaysia to Mr. Tadashi Inumaru and his team. We hope you will enjoy your stay at this beautiful island of Penang, or the Pearl of the Orient as it is often known to our foreign friends.

Objective of the National Workshop, as provided by the Asian Cultural Centre for Unesco (ACCU), Tokyo is to provide training experience to key personnel involved in Functional Literacy and Non-Formal Education for youth and adult on the development, production, utilization and adaptation of learning materials to be used by youths and adults. To ensure that this objective is met, we are able to coax participants from following agencies:

1. Health Department
2. Agriculture Department
3. Broadcasting Department
4. Information Department
5. National Population and Family Development Board
6. Universiti Kebangsaan Malaysia
7. Universiti Sains Malaysia
8. Universiti Pertanian Malaysia
9. Representative of Rural Producers

Indeed, it is an honour to be given the responsibility to conduct this workshop by ACCU for not only could we learn from each other's knowledge and skills required in the production of effective functional literacy materials but we could also take this opportunity to give a deeper insight on what functional literacy is to our friends from other agencies. We are confident that with this close interaction, and with eventual output of this workshop, implementation of our Functional Literacy Programme will be more effective.

Workshop schedule appears to be quite tight, and it involves a number of field trips. I therefore take this opportunity to plead to all participants to bear with us on whatever short comings that they might encounter.

Lastly, I would like to thank Centre for Educational Technology and Media, University Sains Malaysia for agreeing to be co-secretariat for this workshop. To the media people thank you for covering this workshop.

Thank you.

Opening Address

Mr. Tadashi Inumaru
Director-General,
Asian Cultural Centre for Unesco (ACCU), Tokyo

Your Excellency Mr. Mohamad Yasin Kamari,
Deputy Minister of Ministry of Rural Development
Mr. Othman Said, Director General, KEMAS
Distinguished Participants,
Ladies and Gentlemen,

It is indeed a great pleasure for me to say a few words of greeting, on behalf of the Asian Cultural Centre for Unesco, on the occasion of the Opening of the National Workshop on the Preparation of Literacy Follow-up Materials in Malaysia.

I have a high regard for the fact that KEMAS in Malaysia has been making great efforts to develop literacy programmes.

This National Workshop is especially significant held in the last month of the International Literacy Year.

As you know, International Literacy Year is only the beginning of a plan to completely eradicate illiteracy by the year 2000. In this regard, I should like to emphasize the significance of this workshop.

In this Workshop, utilization of audio-visual literacy media, including production of video cassettes and other communication strategies is being taken up as the main theme. This is a new theme and I believe it will play an important role in promoting effective literacy programmes. I highly appreciate that you have arranged to prepare this theme for this Workshop.

The Asian Cultural Centre for Unesco, known as ACCU has been carrying out various joint programmes in the fields of literacy, book development and culture in the Asia and the Pacific Region in cooperation with Unesco Member States in the Region and with support from Unesco.

In the field of literacy, ACCU has been making joint production of prototype literacy materials and organization of Regional Workshops on the preparation of literacy follow-up materials. Beside these, ACCU has been dispatching experts to National Workshops on the preparation of literacy follow-up materials in member states and co-operating with the organization of such Workshops. We have completed 5 National Workshops in the past, and this Workshop in Malaysia is the 6th one and we are very happy to be with many old friends from previous Workshops.

This time, it is our pleasure to welcome Dr. Kla from Thailand, an expert on literacy follow-up materials, and Mr. Tsumagi from Japan, an expert on video production, here in Penang from ACCU. I myself, Mr. Tajima and Mr. Aoyagi are here to work with you. It is indeed our utmost pleasure to cooperate with you for the success of this National Workshop here in Malaysia.

My profound gratitude must go to Dr. Kla and Mr. Tsumagi, who have come all the way to the beautiful city of Penang in spite of their heavy commitments. I should also like to mention about strong cooperation given by Unesco Regional Office in Bangkok. Especially Mr. Sakya's kind contribution through his papers.

I have heard that you, the distinguished participants in this Workshop, are engaged in literacy programmes in various places in Malaysia and have rich experience in them. I hope this Workshop will be most successful through your active participation in discussion and trial production of follow-up materials.

ACCU's staff members are ready to make every possible effort to ensure the success of this Workshop. And it is a great pleasure for us that we can get acquainted with many people in Malaysia and our friendship would be further strengthened on the occasion of this precious opportunity.

Thank you very much.

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